DOCUMENT RESUME

ED 059 394 08 VT 014 740

TITLE	Career Options Research and Development. Materials From Phase II Final Report.
INSTITUTION	YMCA of Metropolitan Chicago, Ill. Career Options Research and Development (CORD).
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-7-0329
PUB DATE	30 Sep 70
GRANT	OEG-0-8-070329-3694(085)
NOTE	88p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Career Ladders; *Career Opportunities; College Credits; Employment Opportunities; *Human Services; Interagency Cooperation; *Manpower Development; Occupational Mobility; *Program Development; Social Agencies; *Subprofessionals; Systems Approach; Task Analysis
IDENTIFIERS	Career Options Research and Development; CORD; *Social Service Aides

ABSTRACT

The Social Service Aide Project for the training and education of paraprofessionals is a part of the Career Options Research and Development project of the Young Men's Christian Association of Chicago. These materials from the Phase II Final Report include: (1) Fourth Quarterly Progress Report (July-September 1970)," (2) "Systems Approach to Job Design and Manpower Utilization," a report of activities leading up to and including three task analysis workshops, (3) a report of the Metropolitan Educational, Social and Human Services Conference (May 20, 1970), (4) "Life/Work Equivalency Accreditation," a discussion by professionals of the granting of college credit for life and work experiences, and (5) "Interpretive Analysis of YMCA Professional Certification." Related materials include ED 035 062, ED 047 138-047 142, ED 056 420-056 421, and ED 057 001. (CD)

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CAREER OPTIONS RESEARCH AND DEVELOPMENT

MATERIALS FROM

PHASE II FINAL REPORT

VT014740

BR 7-0329
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Phase II Final Report

FOURTH QUARTERLY PROGRESS REPORT

Prepared by George Kich

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

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HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT014740 Part 1 of 5

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INTRODUCTION

The Fourth Quarterly Progress Report of Social Service Aide Project, Career Options Research and Development of Urban Funded Program, for the period July 1 through September 30, 1970, has been prepared by George Kich, Program Assistant, in consultation with the program staff: Robert K. Soong, Jean Wetzel, Barry Warren, and Jan Hall.

Jean Wetzel, Associate Director, has continued in administering Pilot "A" in conjunction with Task Force members, Prairie State College's Human Services Institute and its Director, Raymond Lindstrand. Pilot "B" is being conducted by Barry Warren, Program Associate, with Dr. Joan Swift, Director of the Human Services Institute at the Kennedy-King College of the City Colleges of Chicago. A scope of work similar to the other pilot programs in curriculum development, evaluation, and certification is being conducted by Jan Hall, Program Associate, with the Central YMCA College and the National Training Laboratory(NTL) Network of the YMCA.

This report marks the end of the Phase II funding schedule and is part of the Phase II Final Report package. It hopes to be a summary of SSAP work accomplished between July and September, but will reflect total Phase II activity through references to Quarterly Progress Reports I, II, and III as well as to the other parts of the Phase II Final Report.

The two major objectives of Phase II were: (1) to expand and refine the social service career ladders to a broader range of human services; and (2) to extend the core curriculum above and below the A.A. degree level and refine existing core curriculum through implementation and evaluation. Each within their own components, the pilot programs have made definite and sizeable advances towards total achievement of the objectives. For the complete description, history and evaluation of each of the pilot programs through Phase II, refer to their respective reports and summaries in the Final Report. (See Appendix A for an Annotated Bibliography of the total Phase II Final Report).

I. MONTHLY OUTLINE OF ACTIVITIES

A. JULY, 1970

1. Revised SSAP-I technical paper on the Theory and Methodology of Functional Task Analysis for Curriculum and Career Development.

2. Pilot "A" summer practicum began in cooperation with various human services agencies in the Chicago Heights area.

3. Five hundred Pilot "B" questionnaires were passed out to all the human services students to be analyzed for evaluation of the human services classes.

4. Pilot "C" "Quest for Identity Seminar" began.

5. An informal field survey was conducted to determine the state of the arts in relation to career and curriculum development programs.

6. Exploratory meetings were held with VISTA in preparation for joint planning for career development programs.

7. Met with members of staff training and development of Cook County Department of Public Aid to give them information on career advancement sequences.

8. Participated in a "Management by Objective" Seminar held by the YMCA.

9. Held technical discussions concerning educational and training materials and documentary exhibits.

10. Held an intensive 24-hour Marathon as part of the Pilot "C" seminar to deal with personal and inter-personal problems among trainees.

B. AUGUST, 1970

1. The revised technical paper was finished.

2. Phase III Proposal was written.

3. Met with planning staff of the YMCA High School for further development of Pilot "D"

4. "New Careers in Human Services" Workshop held by SSAP and Prairie State College to concentrate feedback towards an evaluation of Pilot "A" progress by teachers, agency personnel, and students.

5. Distributed and collated evaluation questionnaires to the Pilot "C" students.

6. Interviewed students on tape to evaluate the Pilot "C" seminar experience.

7. Meeting was held to interview seminar instructors as part of Pilot "C" evaluation.

8. Consultation concerning innovative teaching methods was held with curriculum specialist from Purdue University in relation to their experiences and findings with implementing human services courses.

9. Met with Chicago City College on SSAP participation in Chicago Committee on Urban Opportunity restructuring and on the Chicago City College's participation in Phase III.

10. Advised on the development of curriculum and career ladders within the Adult Division of Corrections and the Department of Children and Family Services of the State of Illinois.

11. Reviewed fiscal management with the budget staff of Chicago City College for Pilot "B".

C. SEPTEMBER, 1970

1. Workshop, sponsored jointly with the Chicago New Careers Council was held on the topic of "Life/Work Credit for Academic and Career Advancement" to bring together educators, agency administrators, and human and social services workers and students to discuss all aspects of implementing city-wide standards for accrediting life and work experience.

2. Analysed all available evaluation data determined by the progress of pilot projects for final report analysis.

3. Planned interdepartmental coursework for Pilot "A" for next semester.

4. Made preliminary plans within each Pilot to continue program development into Phase III.

5. Began planning Pilot "C" recruitment of participants and securing released-time schedules, administrative support and faculty participation.

6. Began the orientation of the new director at Prairie State College who will act as liaison with SSAP for Pilot "A" in Phase III.

7. Held planning meetings with PSC feeder schools.

8. Begin Pilot "B" planning for Phase III.

II. PROGRESS OF PILOT PROGRAMS

A. PILOT "A"

In this last quarter of Phase II, Pilot "A" as a career development program with Prairie State College has shifted into the non-classroom work of course evaluation, revising syllabi and course materials, and planning for the future. It is expected that Pilot "A" will continue involvement with the social and human services agencies serving the Chicago Heights area and must take this time to thoroughly evaluate its presence there to be able to continue future development. Subsumed under the headings of Group Work and the Group Work Practicum within the Social Service Aid Program of Prairie State College, specific course content from SSAP-I core curriculum outlines were taught and evaluated. SSAP-I courses from which all of the content was utilized were Orientation to Social Services, Social Problems, and Group Process. Other core courses were partially tested. Since courses that were taught sometimes split SSAP content, the final analysis of specific SSAP courses was complicated.

Although the Group Work course and Practicum had been planned as separate courses, the same instructors and students participated in both. Because of the practical nature of the summer course, much cooperation had to be elicited from Chicago Heights agencies for the courses to function.

In planning the courses, the instructors took into account that the students would all be employed persons, some working up to 60 hours a week, and that most have responsibilities to their families. Thus, it was decided that all reading, homework, exams, and evaluation would be done in class. Sixteen students signed up for the Group Work course; 12 attended throughout, a low attrition rate for an effort of this sort. Attendance was very high -- 75-80% were present at every class. It was recognized that most of the students were already very skilled and had been working in the field successfully. The course aimed to give them generalized training rather than that which could apply to specific agencies, since agency life-spans and staffing levels vary. The course enabled students to interpret their experiences in concepts and theories used by professionals, to give them self-confidence in their work, and to find better ways of doing their jobs. Materials were all developed for this specific course. Students were important participants in the selection and evaluation of materials and in the total outcome of the courses.

Out of all the students who had participated in the Group Work course, only eight continued in the Practicum held during the summer. The practicum tried to put into effective use what was learned about group work theory by having each student form a group from agency clients and work toward a goal. The instructors met at least once a week with their respective students and discussed the problems and insights encountered during work with their groups and attempted to help formulate methods and answers. In order to have greater supervision and monitoring of each group's progress, meeting places varied from public libraries to neighborhood thrift store basements to accommodate the variety of

schedules and groups. Frequent telephone contact was maintained as another supervisory aid, as well as weekly reports, written objectives, and plans for the next week. Thus, the students learned both new content and methods, as well as applied their learning in work with groups.

At the New Careers in Human Services Workshops, held jointly by SSAP Pilot "A" and Prairie State College, the agency workers and administrators, students and teachers all gave support to the kinds of innovative educational and training experiences in which Pilot "A" and PSC had involved themselves. (See Appendix B.) During the workshop, where the many kinds of careers in human services were described by the workers and administrators themselves, the assessment of Pilot "A" coursework was presented. The students who had taken the courses said that they proved to be the best and most informative academic classes each has taken. They cited instances of better abilities to cope with problems they met daily in their community service agencies. In the realm of so-called non-traditional courses, this two-course sequence incorporated many extra hours of teacher-student exchange and consultation. The instructors noted that this kind of personal attention is most necessary and intended to step-up the amount given in future courses. However, while the courses were sucessful, the instructors advised against holding a practicum during the summer. A greater need for supervision expressed itself in the many complications encountered during the summer: summer vacations for group members; personal problems of group workers which affect the performance of the worker; instability of the group clientele; and conflicts with other supervisory personnel.

Thus, within the variables of a new faculty, some new college administrators, and a newly-appointed liaison for Pilot "A" from PSC, Phase III hopes to test additional courses, develop syllabi, and co-operative education and training programs with agencies.

PROPOSED PUBLIC AND PERSONAL SERVICES DEPARTMENT

PRAIRIE STATE COLLEGE

DEPARTMENT OF HUMAN SERVICES

Social Service Aide 54 Group Work 16 Practicum 8	Mental Health 63	Child Development 198	Teacher Aide 162

Plus

Police Science	Fire Safety	(Proposed) Community Relations Aide	(Proposed) Public Administration Aide

Numbers indicate the amount of students previously enrolled within each program area in courses at Prairie State College.

PILOT "B"

Courses initiated at Chicago City College's Kennedy-King Campus within Pilot "B" ended in June, 1970. A summer practicum was planned for some of the courses, but was cancelled due to lack of student enrollment. SSAP-I course content specifically developed into Kennedy-K courses were: Communications in the Social Services, Human Growth and Development I and II, and Group Process. Each of the ten courses that were taught reflected the structure, capabilities and traditions of existing systems and are moderated towards SSAP findings only in methods and content.

Course evaluation began after the classes were almost completed and primarily consisted of the distribution and collation of 500 questionnaires which were based on task analysis. The questionnaires listed a wide range of tasks to which the courses were supposed to be applicable, and the students were asked to state whether a specific course helped them to accomplish tasks, rating the degree of applicability, and listing current jobs. Out of the 500 questionnaires distributed in June, 367 were completed and returned. The responses were received from the enrollment of four child development courses and six social services courses. Completed by both first and second year students, the total number of questionnaires inevitably contained some slight duplication. The consensus from analysis showed that the courses were relevant and essential to practical experience in the field. The data showed that the students did feel that the courses taught them to accomplish specific tasks that agencies could reasonably expect trainee-level social service and child care workers to know how to do. (For more thorough results of Pilot "B" evaluation, refer to separate evaluation paper.)

Future plans call for involvement with Chicago City College in the education and training of a group of employees from the Chicago Committee on Urban Opportunity beginning in the year of Phase III, 1970-1971. Pilot "B" is prepared to follow this group through the entire experience and evaluate core-curriculum progress. CCUO must provide the people because of their own need to restructure their agency. In addition another one of our Phase I participating agencies, Englewood Mental Health has approached Chicago City College for worker training. In both cases the agency is expressing its own needs and choices. It is anticipated therefore, that very little of SSAP funds need be expended to pay for class time and the subsequent evaluations. SSAP has also been approached by representatives of the Cook County Department of Public Aid, which is the largest public agency in this area, and which is now preparing to move ahead on the objectives of career ladders, restructuring, and eduction. Their group of students is not yet committed, but Pilot "B" is pursuing the matter, and through Chicago City College, is prepared to involve as many community colleges in the county as possible, should the program at CCDPA get under way. This puts SSAP in a strong position, relative to involvement in these planned programs, since SSAP already has a core curriculum and the experience with task analysis and restructuring.

As an adjunct to the implementing and evaluation of courses, Pilot "B", with Chicago City College, will develop effective educational and training materials as part of an extensive syllabi.

All of the plans for Phase III are being made with the intent of implementing the revised core curriculum and continually evaluating its effects within actual work contexts. Phase II attempted evaluation on a smaller scale than is hoped for in Phase III; but the real work of shaping, forming and evaluating curriculum that is immediately relevant to actual human services work situations will continue through the next year.

C. PILOT "C"

The Pilot "C" "Quest for Identity" Seminar was an attempt to use existing college inter-disciplinary courses that related to the content and objectives of the core curriculum developed by SSAP in Phase I, for the purpose of orienting students and YMCA employees to a program of self-development and career growth. Pilot "C" grew out of the necessity to test and evaluate the possibility of career growth options due to Phase I curriculum. The pilot program's goal within the YMCA was to begin the implementation of real career ladders for all human services and administrative personnel and the consequent training and academic support necessary for the certification of its Community Professionals ("Community Professionals" is a designation for all non-degreed employees of the YMCA).

Within the design of Pilot "C", the testing of curriculum focused on three basic assumptions:

1. Growth in careers is as dependent on personal growth and maturation as learning new skills or facts about the job. Development of self-identity, clarification of personal goals, and a growth in confidence tend to foster ease in accepting and dealing with problems and new situations.

2. Traditional teaching techniques are irrelevant to the general population of students which sees a clear need for and demands an involvement with the curriculum and the syllabus to suit its personal needs and goals. The old and very well-defined barrier between teacher and student promotes lack of learning, division and stunted emotional and intellectual growth. The necessity of doing that which is learned, of bringing together related courses into interdisciplinary classes, of a negotiated grading system based on a joint teacher-student assessment of achievement, and of course relevance to real life, makes non-traditional, innovative teaching/learning methods crucial to change.

3. If academics must become relevant to life and work situations, then employment must cooperate with academic institutions to develop curriculum and training methods meaningful to work situations. Cooperation can come in the form of funding, exchange of information, services and personnel, and through a system such as released-time, where employees are allowed paid work periods to attend classes, either toward a degree or for work-related personal development.

These assumptions have been basic to Central YMCA Community College's Interdisciplinary Seminars, of which "Quest for Identity" was the first. Pilot "C" utilized the existing seminar concept, some of the courses, and their teachers to evaluate career growth possibilities through focus on personal and interpersonal development, innovative teaching and learning methods, and released-time allowances. The four courses, each with three credit hours, were: English 101 (Communications), Philosophy 101 (Man in the Modern World), Psychology 201 (Introductory), and Psychology 150 (Interpersonal Relations). These courses, titled by the Y College, represent all of the content outlined in SSAP Phase I "Group Process" and "Communications in Social Services II" courses. Parts of the "Human Growth and Development I" and "Techniques of Organization and Decision-Making" were also utilized. It is expected that Pilot "C" will utilize more course content from SSAP core curriculum in the future.

The seminar progressed through eight weeks, between June 29 and August 20, 1970 and consisted of workshop periods (where work was done on courses with the individual attention of the instructors) and human relations "core" groups (where all the students came together to deal with each other by putting what they had learned to use).

Evaluation of the seminar had to take place within three parameters: 1) achievement of Pilot "C" purposes; 2) verification of the assumptions; and 3) student and faculty assessment of relevance of course materials and processes.

Due to the short-term nature of the seminar experience, achievement of Pilot "C" purposes remained exploratory and was not complete. Rather than total implementation of relevant career ladders, Pilot "C" in this phase concentrated on an initial orientation and education scheme that would hopefully expose more administrators and agency personnel to the concepts and benefits involved.

The assumptions stated above were not completely verifiable within the short context of the siminar. Without any statistical or task analysis follow-up of workers in their agencies before and after the seminar, an objective description of positive results is impossible. Interviews with employers and supervisers of students who participated in the seminar expereince might also have resulted in external assessment of seminar impact on their workers.

However, interviews with faculty and students have resulted in much positive affirmation and criticism for the seminar and its effects on both groups. It was agreed by most of the participants that the classes did help them in other school situations, at work, or when working with groups of people in general. The instructors agreed with the students in their assessment of seminar impact, but also saw the need for many changes. The concept of released-time, though tried by others within the YMCA, was not a complete success in that promises by employers for giving released time was not followed through with encouragement, explanations or responsibility. SSAP learned much about what is actually required to implement the procedure of released-time and the concomitant problems of ignorance, irresponsibility, and lack of commitment.

Future plans in Pilot "C" call for further work within the already successful seminar method, but with several ramifications. First, since needs vary, there would be a clear separation within the seminar (perhaps separate sections) between employees studying on released time and regular Central Y College students. Each section would be oriented to the specific needs of the group involved. Second, a closer correspondence would be made between seminar courses and related SSAP core curriculum. Third, released-time provisions would have to be very closely followed up by SSAP staff and instructors to insure enrollment and attendance. Fourth, more refined methods of course evaluation must be found and utilized.

SUMMARY TABLE OF AA DEGREE HUMAN
SERVICE Courses Tested in Phase II

Title of Courses* By Semester	Credit Hours	Pilot-Test "A"	Pilot-Test "B"	Pilot-Test "C"
First Semester				
Orientation to Human Services	3	x	x	
Communication I	3			
American Ethnic Groups	3		x	
Techniques of Organization and Decision Making	2			x
Human Growth and Development I	3		x	x
Physical Education I	1			
Second Semester				
Principles of Health	3			
Comminication II	3		x	x
Social Problems	3	x		
Community Resources	2		x	
Human Growth and Development II	3		x	
Physical Education II	1	x		
Third Semester				
Health Care	3			
Abnormal Psychology	3			
Group Process	3	x	x	x
Creative Activities I	3			
Practicum I	3	x		
Fourth Semester				
Elective	3	x		
Elective	3			
Elective	3			
Creative Activities II	3			
Practicum II	3			

*Source: Phase I Final Report (see course Descriptions)

Note: Details of pilot tests in Phase II are contained in Pilot "A" Evaluation, Pilot "B" Evaluation, and Pilot "C" Evaluation respectively under separate cover.

III. OTHER ACTIVITIES

A. Accreditation of Life and Work Experience Workshop

The primary outcome of the September 9, 1970, Accreditation of Life and Work Experience Workshop, co-sponsored by SSAP(CORD) and the New Careers Council of Metropolitan Chicago, was that workers, administrators, educators and agency directors came together and realized that core curriculum, in-service training and career ladders meant nothing in isolated agencies or schools and that only through cooperation, amelioration, and standardization could any improvements be effective. Discussion began with the general understanding and consent that life and work experience should be credited both in the schools and in employment. (Although there remain variations of definition, life and work experience credit generally means that a person who has the requirements needed to take a specific course or function in a specific job because of his own personal background or experience, should be given credit to allow him to move into that position without his starting from the bottom. It is based on the principle that a person should be placed in work or school where he is qualified to work and understand.)

The workshop participants also agreed that task analysis of jobs in all the human and social services agencies would be a beginning towards standardizing job descriptions, salaries, implemented career ladders, staff transferability and more relevant curriculum. The educators more fully realized the role of the colleges and universities within the problems of standardization, career ladders, training and course content.

Thus, beginning with the common problem of giving credit for experiences in life and in work, the workshop participants realized for themselves the pervasiveness of the whole problem of learning and work, and their own integral component of responsibility and commitment towards implementing solutions.

B. The Educational Task Force of the YMCA

The Educational Task Force, effective September, 1970, consists of the heads of educational districts, YMCA centers and special projects funded through the YMCA and has been organized to actively participate in the total reorganization of the YMCA of Metropolitan Chicago, recommending educational objectives or priorities for total YMCA growth. The primary objectives are: 1) to consolidate educational resources within the YMCA; 2) to relate staff development to the educational process with formal accreditation; 3) to develop core curriculum that corresponds to career ladders within the YMCA. SSAP can be involved in all aspects of this educational approach to a restructured YMCA because of its research and evaluation capabilities in the fields of career development, of credit for life and work experience, and of core curriculum closely related to a functional career ladder.

C. Human Services Manpower Career Center

In its efforts to help facilitate as rapid a change in the human services as possible, SSAP has involved itself in several unpaid consultation periods with the Human Services Manpower Career Center, Bureau of Employment Security. Thus, in their recommendations to the State, HSMCC has utilized SSAP-I research data in the preparation of their career ladders and core curriculum. In the hope that a well-research product as the Phase I core curriculum and its career ladder could be utilized in as many far-reaching capacities as possible, SSAP accepted HSMCC's invitation for the consultation periods.

IV. PROBLEMS AND ISSUES

(It must be noted that many of the problems and issues facing SSAP(CORD) within this last quarter have also been plaguing the project throughout Phase II. Therefore, Quarterly Reports I, II and III should also be consulted for a more thorough view of the year. The following represent some current issues.)

A. Curriculum: Total Reorganization vs. Partial Reorganization

Complete adoption of an untested course sequence has generally been impossible in any of the pilot programs. Although much progress has been made at Prairie State College, administrative reorganization has temporarily slowed the process of new course implementation. At Kennedy-King, a completely new curriculum change must have been requested and presented at least a year before any implementation is at all possible. Central YMCA Community College also requires a period of scrutiny and adjustment prior to any major change. Due to other incumbent inadequacies, the SSAP core curriculum as a total two-year package has not been utilized in any of the participating community colleges. In order to completely evaluate SSAP research methods and findings, the total core curriculum sequence of courses (either as modified or as idealized) must be implemented.

However, when total implementation is blocked, only a partial evaluation is possible. When problems of ignorance and noncommitment are coupled with traditionalism and self-security, then the utilization and evaluation of even parts of a course can be considered a victory.

The total picture is not completely black, however. Teaching methods, materials and processes, changes in total syllabi, and more cohesive working relations are being hammered out of this slow process of course evaluation with the community colleges. It can only be expected, and perhaps only realized as it is attempted, that traditions that are old, stubborn and dysfunctional remain very difficult and slow in being replaced. (See separate papers on Pilot evaluations and syllabi.)

B. Prairie State College Administrative Changes

Prairie State College has been in the process of reorganizing its programs, but their Board has not yet been able to approve the new structure due to a chain of events which preceded that petition on the agenda of the June meeting. On June 13th, the PSC teachers went on strike over salaries and the dispute attracted many people, among them community workers, to speak from the floor demanding the resignation of the President of the College. Many grievances had accumulated against the President, and after deliberation in a closed meeting the following week, the Board decided to fire him and to name an Acting-President. Concurrent with these actions, the Board determined that there would be no changes in college programs in the following

year.

These decisions tend to darken the earlier bright prospects described in the Third Quarterly Report (June, 1970):

> "We view this restructuring as a process which will result in the integration of the social service aid program into regular curricular offering and campus operations. This is an auspicious sign in that the "pilot" program is indeed being institutionalized and will continue as a regular offering beyond the termination of federal funding."

It can only be hoped that SSAP can be of real influence to change PSC's decision to remain structurally static throughout this next year by showing improved results in better courses and better student satisfaction in their jobs.

A further possibility lies in the fact that the Dean of Occupational Services has assured SSAP staff that extensive changes can be made in content of courses that will be offered without requiring change in course titles.

We are confident as well that the appointment of Mrs. Mary Ann Johnson as liaison to SSAP(CORD) will result in significant progress. She has demonstrated her commitment to the methods and goals advocated by this Project and her tremendous capacity for leadership.

C. Released Time

Although a much discussed concept, released time has been found to be a little-used and vaguely understood reality. Released time means paid time off from a job so that an employee may receive some training or education that will increase his personal and employment abilities. Generally, released time for training is allotted so that the employee will function at a higher level at his job. It can also be used by a worker to gain credits toward a degree so that he may achieve a better position. However, SSAP involvement in the pilot programs, especially Pilots "A" and "C", which were heavily dependent on employers of agencies for students, found that the concept and dynamics of released time had neither the commitment nor the understanding of the directors, supervisors and workers involved. A few directors and supervisors did not believe in the efficacy of released time and did not place imporatnce in staff development. In general, the lack of understanding spawned indifference and a lack of interest and enthusiasm, even among those who felt they needed training to bolster their services.

In Pilot "A", lack of commitment resulted in unresolved schedule conflicts, and some unattendance. In Pilot "C", some non-attendance was due to the noncommitment to staff development and growth on the parts of both workers and employers.

In future programs where released-time is necessary for student participation, more intensive "selling" and educating techniques

must be developed to show the importance of training, the possibilities of advancement, and the better utilization of manpower for better services to clients.

V. FUTURE ACTIVITIES

Phase III of SSAP(CORD), if funded will work within the following objectives:

a) to extend the research and design of human services core curriculum, from the A.A. level at Prairie State College, to at least one each of feeder high schools and B.A./B.S. level colleges or universities;

b) to measure the impact of the Human Services Career Development Program at Prairie State College;

c) to validate the research and developmental functions of human services at Prairie State College;

d) to refine and more extensively test the A.A. degree curriculum within the general student population within the City Colleges of Chicago;

e) to test the core curriculum within the City Colleges of Chicago on a homogeneous agency group;

f) to develop specialized educational materials relevant to the uniform application of the restructured curriculum within the City Colleges of Chicago;

g) to convene conferences and workshops among area schools (both junior and senior colleges) and among human services agencies and educational institutions for the purposes of dealing with:

   1) development of uniform accreditation;
   2) standards for life and work experience;
   3) credit transfer between secondary and post-secondary educational institutions;

h) to further test restructured courses in the YMCA Community College;

i) to further develop linkages with educational institutions above and below the A.A. level from the YMCA Community College base.

APPENDIX A:

ANNOTATED BIBLIOGRAPHY

OF

PHASE II FINAL REPORTS

The Phase II Final Report is a composite of separate reports, to focus on areas of information and subject matter. Each report is complete in itself, and all the reports together describe the progress of Phase II activities.

ANNOTATED BIBLIOGRAPHY OF PHASE II FINAL REPORT

1. Theory and Methodology of Human Services Functional Task Analysis Data Systems: A Technical Paper, Prepared by George Kich. As a revision of Phase I organization of data, the present technical paper describes its systems approach to task analysis and job restructuring in light of Phase II research.

2. Career Ladders and Core Curriculum in Human Services, Prepared by Robert K. Soong. The result of Phase II research and evaluation, this report describes core curriculum to include new categories and material for high school and university articulation with the concomitant career ladders to include base level trainee positions and professionally degreed levels.

3. Pilot "A" Evaluation, Prepared by Jean Wetzel. An evaluative analysis of a pilot-test curriculum in human services at Prairie State College.

4. Pilot "B" Evaluation, Prepared by Barry Warren. An evaluative analysis of a pilot-test curriculum in human services at Kennedy-King College of the City Colleges of Chicago.

5. Pilot "C" Evaluation, Prepared by Janette Hall. An evaluative analysis of a pilot-test curriculum in human services at Central YMCA Community College.

6. Report of Seminar in "Curriculum for Child Care Training," Prepared by Barry Warren. Containing background material and commentary, this report describes the child care seminar sponsored by Chicago City College, funded by H.E.W. and attended primarily by educators and some agency personnel.

7. Metropolitan Educational, Social and Human Services Conference (May 20, 1970), Report prepared by Barry Warren. The MESHS Conference was held by the Human Services Manpower Career Center, Bureau of Employment Security and the Welfare Council of Metropolitan Chicago.

8. Systems Approach to Job Design and Manpower Utilization, Prepared by Barry Warren. A workshop conducted by Sidney Fine on the systems approach is the focus of this report.

9. Interpretive Analysis: Pilot "A" Curriculum, Prepared by Jean Wetzel. A comparison and explanation of Prairie State College's Social Service Aid courses and the Human Services Core Curriculum as research in Phase I, this paper indicates the Phase II areas of common content.

10. Interpretive Analysis: Pilot "B" Curriculum, Prepared by Barry Warren. A comparison and explanation of the Chicago City College' Human Services courses and the Human Services Core Curriculum as researched in Phase I, this paper describes the Phase II areas of common content.

11. Interpretive Analysis of YMCA Professional Certification, Prepared by Janette Hall. A comparison and explanation of the UMCA Community College Seminar in the context of a national YMCA program for professional development.

12. Pilot "D" Proposal: Human Services Career Development Program, Prepared by Jean Wetzel. Intended as part of core curriculum and career ladder extension into the high schools, the Pilot "D" proposal describes a separate program designed for high school entry levels for human service careers.

13. Pilot "A" Guide, Prepared by Jean Wetzel. Designed to be technically informative, yet simple and lucid for the understanding of the general layman, the Guide will serve as an overview of the background, objectives, and methods of the Prairie State College pilot-test project. The draft of this Guide will be further developed and production will be completely funded by the College as an in-kind contribution.

14. Life/Work Equivalency Accreditation, Prepared by Jean Wetzel. A summary report of a workshop held to discuss credit for life and work experience within both colleges and agencies for advanced standing in course-work and as a beginning of much-needed agency-college cooperation.

15. Phase III Proposal, Prepared by Robert K. Soong. A proposed scope of work of be undertaken by SSAP(CORD), effective October 1, 1970 through September 3, 1971, to complete the research and design of career ladders with corresponding curriculum at the secondary and post-secondary levels of vocational-technical education.

APPENDIX B: "NEW CAREERS IN HUMAN SERVICES" WORKSHOP

On August 26, 1970, the Department of Human Services of Prairie State College sponsored a one-day workshop on "New Careers in Human Services", in cooperation with Jones Memorial Community Center, and Career Options Research and Development (SSAP). Planned in large part by Raymond Lindstrand, Director of Human Services at P.S.C. The purpose of the workshop was "to bring together persons interested in careers in social service and related fields, representatives of public and private social service agencies, and educators."

The morning session of the workshop was an overview of the basic programs of the Department of Human Services. Following lunch, the focus was on the Social Service Aide Program, specifically on the Group Work course and practicum just completed, then on goals and problems with implementing the New Careers approach in Human Services.

Undoubtedly the purpose of the workshop, as stated by Mr. Lindstrand was achieved. In addition to information imparted, the "business" of the workshop was conducted in the many clusters of conversation preceding and following the workshop and during lunch. Better planning of the afternoon session might have resulted in more successful communication by opening the floor to more speakers and by encouraging a more open exchange of views, particularly on the part of paraprofessionals and students.

Program with notes on content follows:

10:45-11:00 Registration--Lobby of Jones Center
11;00-11:15 Greetings from Mr. Ashley Johnson, (Acting) President of Prairie State College

Mr. Johnson stated that the college campus includes the whole district of Chicago Heights and is not limited to a circle of buildings. He stressed the importance of the community to the college, and noted the emergence of a new kind of student who demands relevance in courses and who comes directly from the community the college serves, both poor and disadvantaged, and middle and upper class. He noted the importance of developing and implementing career-oriented curriculum that would enable the college to better serve the community.

11:15-12:00 Human Services at Prairie State College
Social Service Aide Program--Ray Lindstrand, Director of Human Services, P.S.C.

The college stands as a link between the student and the professionals and employer agencies of the community. The Social Service Aide Program offers seven basic specialized courses, namely, Background (Orientation) course, Introduction to Casework, Advanced Casework, Research Methods and Statistics, Group Work, Practicum courses, and Community Organization. The program will be broadened to include Recreation Aide, an option in Community Organization, and whatever else develops in the future. Next year, Child Care will be brought into the department. Eventually, the Department will be integrated into the Department of Public and Personal Services, which would also include Public Administration Aide, Police and Fire Safety.

Mental Health Technology Program--Gary Prouty, Coordinator.

There has been much research in the last decade that points to the need for training mental health personnel. Epidemiological studies have shown that lower class people are more susceptible to mental illness. Other studies have shown that current services are not effective with the lower class. In addition, there are too few professionals; although they may see patients for an hour a week, supplementary services must be supplied through many ancillary trained workers. PSC's Mental Health Program trains Mental Health Generalists; although training is now geared mostly to public hospital employers, it is expected that graduates will be qualified to work in a number of settings.

Now two years old, the Program graduated its first class this past spring. As a new coordinator, Gary outlined the courses to be offered in the coming year: (1) Introductory series in mental health, mental retardation, mental illness; (2) Treatment techniques, including field trips; (3) Working with clients -- practicum under supervision; (4) Sensitivity training, for personal growth; (5) Behavior Modification course; and (6) Group therapy. Although there is input from several fields -- psychology, sociology, social psychiatry -- the practical experience is emphasized. Also, an important part of the courses is an understanding of culture symbolisms. Most of the students are from the lower income group.

Plans for the future include interdisciplinary courses, for example, a course in counseling which will meet the objectives of all Programs within the department.

Teacher Aide Program--Mary Ann Johnson, Coordinator

Teacher Aides are nothing new. As long ago as 1820, Teacher Aides were used. Usage faded out, was revived during the depression under the WPA, and was again revived

during the 1950's in the state of Michigan to compensate for the lack of trained faculty. By 1974, it is estimated that there will be 1½ million aides in this country.

Last year HEW supplied funds for 30 students in the program at PSC. Most have been placed in the 8 schools which are cooperating with the Program; some of the students, however, are continuing their education. Illinois public schools require 30 hours of college credit. The state is unfortunately very much behind others in instituting Career Ladders for Teacher Aides to advance. In Alaska, for example, you can start without a high school diploma or GED and within 4 years have a BA degree and be a fully certified teacher.

PSC's program offers 32-33 credits in the first year for a TA certificate. Rather than the traditional normal college approach, the courses are practically oriented. Following completion of the first year, students may enter employment, or they may continue with the second year of liberal arts courses to achieve the AA degree.

Child Development Program

Previously offered only during the summer, Child Development was able to use Head Start funding to become a year-round program in 1967. The American Association of University Women was instrumental in encouraging Prairie State to start this department. The curriculum was set up by "specialists."

A GED or high school diploma is required for entry. Two years or 60 credit hours later, students can be employed as kindergarten aides, in day-care, etc. or can go on for a BA. Practicum experience is offered through a lab school, which is "cross-cultural" -- that is, each of the morning and afternoon classes of 20 children apiece is composed of half Head Start children and half tuition children.

A supplementary training grant pays tuition and books for OEO employees who have been on the job for at least 6 months. OEO provides one example of the 7 "cluster classes" which are offered, all in different topics. Where there is a cluster of students, the instructor is sent to them rather than conducting class on campus. As long as students take their specialized Child Development courses through Prairie State, they can pick up the regular required courses (English, etc,) at any other school and still be awarded the AA in Applied Science. Twelve different courses will be offered this coming fall.

Ray Lindstrand: The Future of Human Services at PSC:

Current enrollment (Full and part time) of Programs:

Mental Health	63
Teacher Aide	162
Child Development	198
SSAP	54

Financial aid is available for full-time students. Money is always a problem with part-time students, most of whom are employed. In the past, Child Care, Teacher Aide, and SSAP at PSC have had grants to help the part time students; there is no guarantee that the latter two will have such funding in the coming year. Lindstrand would like to have a Human Services Scholarship and Loan Fund. (Tuition is $12/credit hour.)

In the planning stage is a Program in Community Relations, which is an interdepartmental program of the Black Studies Department and the Department of Human Services in cooperation with the Commission on Human Relations. During the next year they will do a study of the employment picture for community relations and develop program details, then carry it to the Board of Trustees for their approval.

AFTERNOON SESSION

CORD staff director, Bob Soong, gave some historical and social context for Human Services developments and Jean Wetzel, assistant staff director, described the "pieces" of the New Careers development which constitute goals for those working in the field.

Small group discussions and the final plenary session brought out the economic and employment barriers which slow the progress of Human Services programs.

BR 7-0329
PA 08

ED 059394

Phase II Final Report

Systems Approach to Job Design and Manpower Utilization

by Barry S. Warren

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT014 740 Part 2 of 5

A Systems Approach to Job Design and Manpower Utilization

Prior to the Sidney Fine Workshops, which took place in January, February, and April of 1970, little was accomplished in this region of the country with regard to the implementation of career ladders and the opening up of career opportunities for paraprofessionals. Little, that is, beyond the work of SSAP and its consortium of community colleges which actively engaged in research work. Jobs and tasks performed in various agencies were determined by using functional task analysis in order to develop model career ladders in the human services and a parallel supportive core curriculum.

The work of SSAP I had been slow and difficult since many of the larger public agencies in the region, such as Cook County Department of Public Aid, declined to cooperate with the research, purportedly because it was going to create career ladders within its own agencies without outside reference or interference, for it had to meet a deadline of July 1, 1969 to implement career ladders. As of September 1970, it had still taken no action. Sixteen other agencies did participate, but most of these were small agencies in the private sector. One large public agency was engaged, Chicago Committee on Urban Opportunity (CCUO) but not as a total agency since only portions of it actually participated in the task analysis study.

From an agency standpoint, the work of SSAP I was successful in that many agencies were engaged and developed a relationship with the participating community colleges in task analysis data collection and development of model human service career ladders. Yet, the work of SSAP I had produced only limited desire among agencies to restructure and actually institute career ladders, for reasons of "limited budget", or "shortage of resources to cope with career development" agency administrators were simply too busy to do business,as usual. The Human Services Manpower Career Center, as an agency of the State of Illinois (HSMCC), which had obtained its initial funding in 1969 with the help of SSAP, had followed a wholly different tack from SSAP and had likewise been unsuccessful, up to the time of the workshops, in inducing any constructive change within Illinois public agencies. The approach to new careers followed by HSMCC, unlike that of SSAP I, was not one of attempting to research and demonstrate the efficacy of improved job descriptions, career ladders, employing paraprofessionals, restructuring agencies through task analysis, and of utilizing a core curriculum in the community colleges to train its personnel. Instead, HSMCC sought to effect change primarily by bringing people together through conferences of one sort or another, the use of persuasion based on some facts, and of course, the use of political pressure and influence (political push and pull). As a

result of the efforts of HSMCC and others, the State of Illinois did finally decide on the establishment of a mental health career ladder (Winter 69-70) for the State, minus the process of task analysis. HSMCC was to help articulate such career ladders with one other agency. However, this was not announced until the time of the Sidney Fine Workshop on February 16, 1970, and so, came very late to take advantage of those workshops. In the end, HSMCC articulation did not really reflect the input from those workshops.

Beyond the work of SSAP and manipulations of HSMCC, little but talk was taking place in the agency area prior to the workshops, and the situation with the schools was only slightly better. SSAP I had succeeded in getting faculty members from its consortium of schools into the field collecting data, making contacts, experiencing new learning, and attempting task analysis. However, at the end of SSAP I, these faculty members still did not completely understand the process of task analysis, and much of their data had to undergo review and revision before it became usable. The task analysis and systems approach seemed foreign to them, and although the product of Phase I was a core curriculum, they tended to be suspicious of it because of the process by which it had come into existence,and because it challenged some of their traditional beliefs. The fear and apprehension engendered by the process they had difficulty understanding, extended even to the language of the systems approach and task analysis. Thus, the terminology used produced endless semantic difficulties in agreeing upon what the words would and did finally mean.

Beyond their involvement with SSAP I, the colleges had engaged in little other activity except one or two conferences in which the topics of new careers had come up, and discussions of projected involvement with SSAP-II. Projections were only tentative because changes had to come in the relationship between SSAP and the colleges and difficulty was experienced in defining what those changes would be and what the nature of the relationship would be in the future. Mistrust of outsiders meddling in their affairs was beginning to cause difficulty particularly with Chicago City College, where the language and methods of task analysis only heightened the sense of alienation. Phase II was launched, but operations at Chicago City College became bogged down by endless negotiation, mistrust, and role confusion in the process of SSAP research work.

Into this scene entered Dr. Sidney Fine with his Task Analysis Workshops. His arrival proved most timely, and ultimately, was a real boon to cementing the working relationship of SSAP - II (CORD) and the Chicago City College System. Dr. Myrna Kassel represented herself as the organizer of the Fine workshops, and as the one who

ultimately decided that Dr. Fine should be brought to Chicago. This was the impression given to SSAP liaison Barry Warren, who was invited by Dr. Kassel and encouraged by Marc Matland of the Bureau of Research, USOE, to attend the second workshop. Indeed, it seemed that Dr. Kassel, in making possible the workshops, had also gone so far as to provide the funds, but this was most certainly not the case for most of the workshop participants. It was also the impression of Barry Warren that the early workshops were limited to exclude private agencies, and that the Human Services Manpower Career Center felt that it might not be able to include Barry Warren in the workshops until April (Workshop 3). Fortunately, at the special invitation of Dr. Fine,Mr. Warren actively participated in Workshop #2.

The whole idea that Mr. Warren should attend the Workshop seemed to have been propounded in Washington (HEW). A call was placed to Chicago by SSAP's contract officer in H.E.W., Marc Matland, who proposed and directed that this participation take place. Later,it was learned that Dr. Fine had lent his suggestion to this action, and for this reason it seemed natural that he should be informed of the difficulties with the Human Services Manpower Career Center. A subsequent memo from Barry Warren to Marc Matland reflects his experience in the Sidney Fine Workshop (see attached).

The HSMCC and Dr. Kassel seemed to want the workshops partially for prestige, partially for power, and partially for good effects which the workshops would themselves yield. The prestige factor entered the picture in that the HSMCC and hence Dr. Kassel were to be publicly credited with the foresight of having developed the workshops, the strength and influence of having brought together all the participants, and the general good will of wanting to include those who were included, and of seeming to have done so without cost to the participants. The power factor rested on Dr. Kassel's having been the only one (with the backing of Sam Berstein, State Administrator of the Bureau of Employment Security) who could have persuaded some of the agencies and persons involved to participate, and of having the wherewithal to gain Dr. Fine's cooperation and participation. With an eye to future power, Dr. Kassel was developing a base for future action and influence (these 3 workshop groups in combination represented the largest consortium of technical people in this geographic area). The workshops provided good advertising for the HSMCC, and the agencies involved were diverse and passive enough to inhibit their taking any independent collaborative action without HSMCC's specific catalytic intervention. Then too, a precedent had been established in that events had already placed HMCC in the drivers seat. The plan seemed to be that the various agencies, having been persuaded to invest themselves to the level of their participation, would start moving in a direction in which the HSMCC

could easily keep the movement going, and which would permit the HSMCC to turn them into an action group and power base with HSMCC (Dr. Kassel) in the role of catalytic agent and leader. This was, demonstrated by one incident at the end of Workshop 2. The assistant director of the Jewish Vocational Service (JVS) Herman Murov and Mr. Warren of SSAP had talked on the next to last day of the workshop about the benefits of the experience and the worthiness of the contacts developed. Both agreed that it would be interesting and worth while to continue the experience after the conclusion of Workshop 2, by regathering the participants, and finding ways in which they could continue to give mutual support, information, and assistance to one another in trying to utilize the results of their workshop learnings in their own agency situations. It was thought that this group would give additional manpower, counseling, and checking support to the various participant agencies attempting to task analyze and restructure themselves. It was also thought that this group might support its members in advocating that this be done. Since Mr. Murov could not be present on the last day, he asked that Mr. Warren present this proposal to the total group on behalf of both of them. On the last day, Dr. Kassel, though not a participant in Workshop 2, attended. Dr. Fine had already left town. When Dr. Fine's assistants (Wretha Wiley, et/al) had yielded the floor, Mr. Warren made his proposal to the full group. Dr. Kassel intervened, and informed Mr. Warren and the group that she and the HSMCC were planning to convene the full membership of Workshop 2 and Workshop 1 to discuss various possibilities the following month; plans were to eventually include participants of Workshop 3. She went on to say that they and their agencies would all be invited, including Mr. Warren. In this way she blocked any organizing action independent of the HSMCC, eliminated the possibility of any other emerging leadership, and plainly indicated her own plans for utilizing the outgrowths of the workshops. Unfortunately, as subsequent events proved, this successful maneuver by HSMCC became something of a disaster to the various possibilities of constructive and mutual supportive action arising out of the workshops. For the HSMCC, while having many grand designs, showed itself too lacking in individual initiative, energy, and imagination to really bring any of its grand designs to fruition, and too overburdened with inertia to do much about increasing the momentum of others. (See attached letter and lists)

On the other hand, Dr. Fine seemed to want the workshops because of a deep rationally based conviction in the efficacy of the technology and methods he helped develop and propose. Moreover, he recognized the very real and pressing need for some changes in the human service employment picture across the nation. Chicago (and less so Illinois) appeared to be verging on some truly worthwhile action in this field, and hence, seemed ripe for the kind of stimulus and fertilization that Dr. Fine had to offer. SSAP contributed in some way to this

Chicago picture through its having employed (over many adverse circumstances) task analysis to develop career ladders and a supportive Core Curriculum with the active involvement and collaboration of sixteen agencies and most of the local major junior colleges, not the least of which was the Chicago City College System and Dr. Joan Swift. Additionally, SSAP had succeeded in involving the schools with the agencies. That this sort of thing was on Dr. Fine's mind was borne out in coversation over lunch between himself, his assistant, Charles Drew, Dr. Swift, and Mr. Warren of SSAP. Thus, Dr. Fine could help stimulate and refine the activities between CCC and SSAP in Chicago. Other agencies were also beginning to move, such as the Illinois Department of Employment Security and the Illinois Department of Mental Health. The workshops provided an opportunity for Dr. Fine to contact these agencies and help them make rational their activities to help themselves. All of this added up to propagation of the faith but with good reason.

In sum, it seemed that the workshops took place for both Dr. Fine's and Dr. Kassel's reasons, which were the same only on the point of propagating a worthwhile technicology. Dr. Kassel's emphasis seemed more politically motivated by the opportunities to develop HSMCC and particularly its power and prestige, so much so, that in the aftermath, she was willing to de-emphasize the technology whenever it did not correspond to her aims of advancing HSMCC's position. Dr. Fine's emphasis seemed to be that of stimulating action on the part of individual agencies, that is, on helping the agencies help themselves rather than advancing the interest of a particular agency at the expense of the others.

The January Workshop (No. 1) was to be attended by the more powerful people staffing the various agencies, state offices, and schools which were invited. This is to say that those who attended Workshop #1 were mainly directors, assistant directors, and the like. Those who attended Workshop #2 (February) were mainly mid-management and technical staff while those who attended Workshop #3 (April) were mainly technical staff and others. Móst participants attended only one workshop except for Ms. Arlene Young of HSMCC who attended at least the first two workshops and possibly the third. What her function was is hard to say, but at times it seemed that she was keeping tabs on ISES (Illinois State Employment Security) personnel amongst others. The people who were invited from Chicago City College did not show up except for Dr. Swift. Those who were invited from Malcolm X finally appeared at Workshop #3 but maintained inconsistent attendance. A list of those who were to attent Workshop #1 and Workshop #2 is appended to this report.

According to Dr. Fine and his assistants Wretha Wiley, Micheal Batten, and Charles Drew, Workshop #2 was a very responsive group. It was active and seemed to make reasonable progress in the four and one half workshop days. The substance of the workshop was the Systems Approach and Functional Task Analysis. The delivery of the infor-

mation was reasonably detailed, specific, and clear, however, the final outcome might have suffered because of the compressed time period and rapid pace of the workshop. Dr. Fine seemed somewhat distant on the first day, but soon warmed to his subject and his students.

The students, on their part, seemed to have a certain amount of difficulty because of an inability to think in terms of hypotheticals. Over and over, in both the small group sessions and in the large, most of the agency personnel seemed to find it impossible to think outside the limitations of their own particular agency situations, and repeatedly attempted to reduce every abstraction or hypothetical to a concrete out of their own agency's experience before they would begin to work with it. To them, nothing was possible unless it had already been done by their agency or unless it was done the way their agency had done it or would do it. There was some tendency for this state of mind to change to one of greater openness between the start of the workshop and the finish, but enough of it remained to provide a considerable retarding influence on the progress of the whole workshop and on the ability of the participants to utilize the techniques and theory after the workshop was over. It was suprising, but most of these "trained and educated" social scientists and administrators experienced difficulty with ordinary principles of scientific practice like deductive and inductive reasoning, principles of order, hypothetical thinking, abstraction, precision and accuracy in definition, and verbal symbolization. Supposedly, these rather basic scientific practices and principles are common to all the sciences including the social sciences, and it is both a distressing fact and a sad commentary that many of the people holding mid-management and top-management positions where these skills are markedly necessary are almost totally lacking,but are still considered scientist and carry heavy responsibility. Many complain about the inferior education of the young, but is is interesting to note that the youngest participant in the workshops was Mr. Warren, who had no difficulty with any of these items while all the other participants, with a mean age range of at least 45 to 50, suffered from these insufficiencies except Herman Murov (Jewish Vocational Services) who was quite outstanding (for an older man). Our guess is that similar deficiencies showed themselves in Workshop #1 with probably only one exception, this being Kenneth O'Hare who is both young and in our experience capable of scientific practice. This guess is justified by the fact that Dr. Fine and his assistants stated that Workshop #1 was more dull, less responsive, and more problematic. It is well to note that Workshop #1 represented even higher management than Workshop #2, and naturally, was even more lacking in skill.

During the practice sessions in system design, some notable reactions surfaced, and these were impediments to workshop progress as well as to the participants' work functioning outside the workshop. Many

showed themselves to be very restive with the idea of people with lesser education fulfilling higher social and work functions. Most felt, at first, that this was either impossible or unlikely and they carried a slightly patronizing attitude toward clients, the poor, and the disadvantaged. One gentleman thought it a waste of time to supply clients with instruction and information. Consumer education and service determination were asthemas to him, and he fought very vigorously against including them in principle even in a hypothetical system construct. Others were less vigorous than he, but came to his support. Such practices were to them a waste of time, energy, and money. According to these people, services were performed for clients, but not to teach clients to help themselves. As time wore on, many began to readjust this attitude, but others did not.

Many carried outmoded ideas into practice with them. This is evidenced by one gentleman who was an Assistant Chicago Zone Director with the Illinois Department of Mental Health. He not only felt consumer education an evil since "these people can't learn", but felt that in the realm of mental health the most efficacious treatment for the ill was through deprivation and punishments. Nineteen-eighty-four brainwashing techniques to cure the sick and recondition behavior were the best according to him. Electric shocks administered to a patient who responded wrongly represented one good idea. Later, this same gentleman stalked out of the workshop and didn't return. The explanation offered (not by him) was that he was called away for business. However, this person had shown considerable unhappiness with Dr. Fine for not giving him more individual attention and with his workgroup that did not readily accept his ideas.

Language proved a real stumbling block,for the participants seemed not to understand the process of word definition and understood even less the necessity, particularly in a scientific area, of precision of meaning. The result was that they never seemed to completely understand each other, although by using the same words, they had an illusion of mutual understanding. They, also, had difficulty (of a different sort) understanding Dr. Fine because he used words with precision and very carefully defined his terms and they were totally unaccustomed to this. All this confirmed Phase I experience of SSAP.

Another difficulty revealed itself at the end of the workshop. Many of the participants (although by that time turned on to what they had been learning) felt that they would never be allowed to utilize their learning, and that if they tried to make changes on their own, they would be punished, and so, had learned never to try. They had learned to accept everything passively no matter how illogical. They felt that even as mid-management public servants they could not affect the "system" (small wonder that youth and poor feel frustrated).

An excellent example of the cause of this prevailing sentiment came on the last half day when the participants were asked by the trainers to give their feelings and feed-back. One gentleman from Illinois State Employment Service expressed the belief that though what he had learned was valid, he would never be allowed to use it. As he spoke, Dr. Kassel of HSMCC, who attended that session but was not a member of Workshop #2, leaned over to Arlene Young to inquire about his identity and to whisper something else. When he finished, she repremanded him for his belief using a very stern tone of voice, and implied that he would be dealt with later. When he was through receiving his verbal lashing, he looked out at the other participants and shrugged as if to say, "I told you so, just stick your neck out and...chop!" He was not alone in his view, and the same opinion was expressed over and over by others, but with less openness and greater circumspection.

In sum, most participants considered the workshop a helpful experience and showed some gains in learning by the end. A few still seemed not to understand it at all. Few others understood the subjects of the workshop very well at all. Most needed more, work, practice, and support before they could fully utilize that to which they had been introduced, and they seemed to know and recognize this fact. In Workshop #2, probably no more than two participants understood with great thoroughness and enough confidence to use the material without advice and support. For the rest, the main benefit was the introduction and the stimulus, which was still a considerable benefit especially when it was accompanied by a loosening of attitudes as it often was. Among the many who benefited in this manner was Dr. Swift of the Chicago City College System. At the end, she felt she could understand better the processes she had participated in with SSAP in its Phase I research. While she still did not feel confident in her own capacity to use the techniques unaided, she did feel a new enthusiasm and saw all sorts of possiblilites she never saw before. Since the workshop, she has tried to improve the work with SSAP (CORD), to use the workshop techniques for further curriculum development in her own school system, and to advocate their use for curriculum research and development by other departments and other schools with which she is in contact.

Of the three workshops, the last two were more active and responsive and the people apparently more nimble intellectually. The first was more dull and uneventful. Out of all the workshops, the only known positive action that has followed is the work of SSAP (CORD), Chicago City College, and the New Careers Council. All three of these bodies are trying to use the techniques. All three of these bodies have been advocating the wider use of the techniques by others engaged in different areas of the Human Services. All three bodies are beginning to experience awakening interest and growing enthusiasm among the structures where this advocacy has taken place. SSAP (CORD) and the Chicago City College System have experienced salutory results

from the use of the techniques as the Phase I and Phase II final reports will show and work is continuing. The New Careers Council is presently preparing an experiment making use of task analysis and its result and making task analysis an integral part of its demands and its method for achieving its goals (See Report on Credit for Life/ Work Experience in Phase II Final Report, SSAP). Illinois Employment has revised its job descriptions and lowered its job qualifications, but this action did not proceed wholly from the workshop acitivity, though this may have been an influence

HSMCC has been working on new career ladders for the department of Mental Health and the Departments of Corrections (adult division) and Children and Family Services. However, the mental health ladder is not solely HSMCC's design, and in none of the three instances has the work been done by utilizing a thorough-going task analysis coupled with a systems approach. The work on the last two items is still going on, but has rested more on brain-storming, conferencing, and borrowing of other agencies work (such as SSAP) than on any real utilization of task analysis and systems approach techniques. Moreover, to date, proper credit for borrowed work does not seem to be forth coming, nor is there any apparent dimunition in the need for HSMCC to borrow work and expertise from others (SSAP, Prudue University,etc.) in order to improve the quality of its own output, supply skills that it does not have, and to make its results appear to be what they are not. This borrowing has been allowed in the interest of the public good and in the interest of stimulating cooperation and development. However, with the lack of direct participant influence on the final product and its use, the lack of any equitable return on borrowed services, and the lack of proper crediting of sources, serious questions are beginning to be raised about whether the public good can justify this activity.

On March 9 (see attached lists and letter), the participants of workshops #1 and #2 were invited to attend a brainstorming meeting hosted by HSMCC. Sam Berstein of the Illinois Bureau of Employment Security (now of the Mayor's office in Chicago) attended and was seated on Dr. Kassel's right as she chaired the meeting. Not all participants attended, but of those who did, all were invited to help find ways in which cooperation among the participants could be developed and continued. A testimonial to the workshops by the participants for Sam Berstein was called forth by Dr. Kassel. After it was given, the room fell into silence. Barry Warren supported a proposal made by Dr. Kassel in the face of the silence, for creating a clearinghouse for data, resources, and reports of activities from the participants. He went on to make the same proposal that he had made at workshop #2 for the purpose of stimulating and supporting

the participant agencies in task analyzing and restructuring themselves. Dr. Kassel trimmed that proposal back to a clearinghouse. A committee was created to see to the details and to report back to the full body at a future meeting. Barry Warren volunteered for the committee. Ms. Arlene Young was appointed its chairman by Dr. Kassel. When no others volunteered, other committee members were appointed. Since that time there has never been a full meeting of the Workshop participants, and the clearinghouse committee has never met as a committee to take care of business. It was announced that a letter would be circulated from Sam Berstein calling for agencies to give their committment to cooperate together. Dr. Kassel requested tha Mr. Warren supply her with copies of SSAP's Core Curriculum.

On April 13 Wretha Wiley, who was in town for the April workshop, met with Bruce Cole (YMCA Vice President for Urban Funded Programs), Don Canar (President, YMCA Community College) Bob Soong (Director SSAP and Barry Warren (Program Associate SSAP) for the purpose of contracting with Dr. Fine and/or his assistants to provide a workshop for the YMCA to help deal with its reorganization. Wretha indicated that no time was available except that which Dr. Kassel had arranged for consultation time for the agency workshop participants. Since no one else had applied for the time, it was decided that SSAP would, while it would in turn be used as a resource for the YMCA. It was agreed that Dr. Kassel would be asked for the time. She was, and subsequently agreed to release it to SSAP, but later cancelled the aloted time with Dr. Fine.

On April 14, 1970, an evening meeting was called at Dr. Kassel's home. This was to be a meeting of the clearinghouse committee, but others of Dr. Kassel's staff attended as did tne workshop trainers Wretha Wiley, Mike Batten, and Charles Drew. The items discussed included the progress of the three workshops, the seeming lack of progress by the participants after the workshops, and where the problems were. Also discussed was CCUO and its training of people to leave CCUO while not doing anything about advancement within. Finally, Dr. Kassel discussed her clearinghouse idea, and expressed a desire to use the consultant time with Dr. Fine or his staff for that venture. Wretha vetoed that idea, and said that they would only be available for consultation by participant agencies who wanted to do something about their own agencies. Dr. Kassel became visibly irritated, but said that it was probably unwise to want Dr. Fine since he would not know anything about the situation in Chicago or Illinois, but the clearinghouse idea would be pursued. Wretha indicated that she felt the idea was in the wrong place. They seemed to agree to disagree. The meeting broke up about 9 p.m., but Barry was asked to stay on to get acquainted with Dr. Kassel after the others were gone. Further discussion beyond that point centered around their respective personal outlooks and how they saw their respective agencies. Also explored were the circumstances which would cause Mr. Warren to go

to work for the HSMCC. Dr. Kassel indicated that she had found difficulty in cooperating with SSAP and its director. Mr. Warren offered to do what he could to improve the relationship in order to make cooperation possible. Their discussion ended amicably at 11:30 p.m. with an agreement to meet further and work out difficulties.

Subsequent meetings did take place leading to a meeting on May 26th of the full staff of SSAP and HSMCC. The purpose of these meetings was to find ways that the two agencies could cooperate constructively, however, while both seemed to mutually desire this outcome, the flow was mostly from SSAP to HSMCC. HSMCC seem to have the greater need, and the result was inconclusive. These meetings led to SSAP's participation in the May 20 '70 MESHS conference and Mr. Warren's speaking in that conference on behalf of SSAP (CORD). See report on MESHS Conference.

In conclusion, the workshops proved valuable to the particular individuals participating. They also proved valuable to SSAP (CORD), Chicago City College System, and the New Careers Council. They gave the HSMCC some of the opportunities it had been looking for, but it proved too slow,unimaginative, and inflexible to properly utilize these opportunities even to achieve its own objectives. Some influence was had upon the activities and direction of the State and other participant agencies, but this influence was not so great as it might have been if the HSMCC has not been so jealously coveting and protecting power and prestige.

The workshops did influence other events that followed them as the reports on the MESHS Conference and the Child Care Seminar will show. The techniques conveyed in the workshops can be a valuable tool in dealing with the problems of opening new careers and overhauling school curricula, and work in these areas has been given new impetus and been expanded by the workshop experience. However, to solidify the confidence and increase the skill of the average workshop participant more time will have to be allowed for the workshop training and more supervised practice given to its participants. It would also be beneficial if some follow-up supportive structure could then be provided to help the participants and their agencies begin to use the freshly learned techniques. This structure would have to be so constituted as to be free of local struggles for power and prestige, and imaginative enough to provide the spark to start the engine once it had been fueled.

APPENDIX A

List of Participants

Sidney Fine Workshops No.1 & No. 2

List of Participants Sidney Fine Workshops
No. 1 & No. 2

NAME	TITLE	AGENCY	ADDRESS	PHONE #	WORKSHO
Richard Kennedy	Asst. to Dean Occupation & Special Program	Chicago City College	64 E. Lake St.	782-0200	Jan.
James Lichon	Asst.Director, Public Services Institute	Chicago City College	64 E. Lake	782-0200	Jan.
Dr. Joan Swift	Coord.Human Service Inst. Kennedy-King Campus	Chicago City College	7047 S. Stewart	488-0900	Feb.
James Dolan	Principal Personnel Analyst	Chicago Civil Service Comm.	121 No. LaSalle	744-4000	Jan.
John Hejna	Asst.Dir. of Training	Chicago Civil Service Comm.	121 No. LaSalle	744-4000	Jan.
Charles Hayes	Dir. of Personnel	Cook County Dept. of Public Aid	318 West Adams	AN 3-4004	Feb.
Lucius Meine	Supervisor,Training Programs	Cook County Dept. of Public Aid	318 West Adams	AN 3-4004	Feb.
Ann Simmons	Suprv.Staff Development Program	Cook County Dept. of Public Aid	318 West Adams	AN 3-40004	Feb.
Tobein Tegard	Personnel Tech.II	CookCounty Dept. of Public Aid	318 W. Adams	AN 3-4004	Feb.
Marjorie Blau	Research Analyst	Human Services Center	165 No. Canal	ST 2-5800	Jan
Don Cass	Consultant	Human Services Center	165 No. Canal	ST 2-5800	Feb.
Ramon Hanson	Community Services Coord.	Human Services Center	165 No. Canal	ST 2-5800	Jan.
Dr. Myrna B. Kassel	Director	Human Services Center	165 No. Canal	ST 2-5800	Jan.
Dave Lyon	Consultant	Human Services Center	165 No. Canal	ST 2-5800	Feb.
Jan Staggs	Research Analyst III	Employment Security	165 No. Canal	ST 2-5800	Jan.
Kenneth O'Hare	Manpower Specialist	Gov.'s Office of Human Resources	205 W. Wacker Dr.	372-8380	Jan.

	NAME	TITLE	AGENCY	ADDRESS	PHONE #	WORKSHOP
X	Cassius Trotter	Manpower Specialist	Gov.'s Office of Human Resources	205 W. Wacker Dr.	372-8380	Feb.
	Jack Saporta	Asst.Chgo.Zone Dir.	Ill.Dept. of Mental Health	160 No. Canal	793-2762	Feb.
	Dorothea Hosch	Consultant	Ill. Child Care Assn.	1232 E. 85th St.	SA 1-3369	Jan.
	Chick Francis	Personnel Tech. V	Ill.Dept. of Personnel	*623 E. Adams St.	525-6975	Jan.
	Dorothy Friedman	Personnel Officer III	Ill.Dept. of Personnel	*503 State Office Blg.	525-2043	Feb.
	Mike Ippolito	Personnel Tech. III	Ill.Dept. of Personnel	*623 E. Adams	525-6870	Jan.
	Mike Murphy	Personnel Tech. I	Ill.Dept. of Personnel	*623 E. Adams	525-6938	Feb.
	John Schlembach	Personnel Tech. V	Ill.Dept. of Personnel	*623 E. Adams	525-7053	Feb.
	Jean Francis	Personnel Tech. II	Ill.Dept. of Public Aid	*400 S. Spring St.	525-6191	Jan.
	Luna Ewell	Employer Relations Rep.	Ill.State Emp. Service	208 S. LaSalle	782-0715	Feb.
	Libby Fisher	Emp. Service Office Mgr.	Ill.State Emp. Service	208 S. LaSalle	782-0715	Jan.
	Donald Katz	Employer Relations Rep.	Ill.State Employment Service	208 S. LaSalle	782-0715	Feb.
	Mary Lampman	Emp. Relations Rep.	Ill.State Emp. Service	208 S. LaSalle	782-0715	Feb.
	Thomas Merriweather	Emp. Relations Rep.	Ill. State Emp. Service	208 S. LaSalle	782-0715	Feb.
	Joseph Sonntag	Industry Services Coord.	Ill.State Emp. Service	608 S. Dearborn	HA7-9568	Jan.
	Hortense Stamms	Employer Relations Rep.	Ill. State Emp.Service	208 So. LaSalle	782-0715	Jan.
	Dorothy Weiner	Employer Relations Rep.	Ill.State Emp. Service	208 So. LaSalle	782-0715	Feb.
	Eula Cardwell	Suprv. State OAIS	Ill.State Emp. Service	165 No. Canal	782-5800	Feb.
	Bob Russell	Tech.	Ill. State Emp.Service	165 No. Canal	782-5800	Jan.

* Springfield Address

NAME	TITLE	AGENCY	ADDRESS	PHONE #	WORKSHOP
Herschel Feldman	Supervisor	Jewish Voc. Service	175 No. Michigan	332-5095	Jan.
Herman Murov	Asst. Exec. Director	Jewish Voc. Service	1 So. Franklin	FI 6-6700	Feb.
Theresa White	Dir. Social Work & Volunteer Manpower	Welfare Council of Chgo.	123 W. Madison	FR 2-6911	Feb.
Arlene Young	Job Analyst	Human Services Center	165 No. Canal	782-5800	Jan.
Jerry Bell	Asst. Dir. for Management	Woodlawn Service Program	6042 S. Kimbark Ave.	MI 3-0800	Feb.
Barry Warren	Program Associate	YMCA of Metro. Chicago	19 So. LaSalle St.	FI 6-0830	Feb.

APPENDIX B

Letter of Invitation
March 9, 1970

Alumni Meeting
Sidney Fine Workshops No. 1 & No. 2

PROBLEMS PEOPLE TRAINING
CAREERS SOLUTIONS

HUMAN
SERVICES
MANPOWER
CAREER
CENTER

165 N. Canal Street ■ 14th Floor ■ Chicago, Illinois 60606 ■ Telephone: STate 2-5800

February 24, 1970

Mr. Barry Warren, Program Associate
YMCA of Metropolitan Chicago
19 South LaSalle Street
Chicago, Illinois

Dear Mr. Warren:

I hope your participation in the workshop co-sponsored by your agency and our Human Services Manpower Career Center was as great a learning experience for you as it was for me.

We are going to hold a joint Workshop Alumni meeting for the January and February participants on Monday, March 9, 1970 at 10:00 A.M. in the conference room of the Illinois State Employment Service's Professional Office at 208 South LaSalle Street, lower arcade, Chicago, Illinois.

Won't you join Dr. Kassel and our Center staff for this brainstorming session? We think you will enjoy meeting the other agency participants who have completed the training. We want your ideas and suggestions as to how the Center can help you and others to carry forward our common interest in job analysis and career design. For your information, a roster of the January and February workshop participants is enclosed.

We look forward to your reply in the positive on the return card which is enclosed for your convenience. Please let us have your reply on or before March 4, 1970.

Yours truly,

Arlene Young

Arlene Young, Job Analysis Coordinator

AY/bds

The Center is established to stimulate and support the recruitment, training and utilization of new manpower for the human services in Metropolitan Chicago through inter-agency planning, research and program development in collaboration with the Illinois State Employment Service.

State of Illinois
Richard B. Ogilvie, Governor
Department of Labor
Barney J. Grabiec, Director
Bureau of Employment Security
Samuel C. Bernstein,
Employment Security
Administrator

APPENDIX C

Report
March 6, 1970

To Marc Matland H.E.W.
Sidney Fine Workshop No. 2

Metropolitan Offices
of the YMCA of Metropolitan Chicago
19 South LaSalle Street, Chicago, Illinois 60603

REPORT

TO: Marc Matland
Bob Soong
Jean Wetzel
Jan Hall

FROM: Barry Warren BW

SUBJECT: The Sidney Fine Workshop (February 16 to 20, 1970)

DATE: March 6, 1970

I wish to report that my experience in the Sidney Fine Workshop during the week of February 16 to 20, was extremely satisfying. I emerged from the workshop feeling somewhat vindicated in my Phase I effort (from July 1, 1969, when I started with the Project) to deal with the data, methodology, goals, and people of the SSAP. I found Dr. Fine to be a person capable of resurrecting my enthusiasm, since he has pursued a course in many areas and in ways, about which I have strong positive feelings and with which I had some previous contact. I appreciated his rationality, his accuracy, and his precision. So seldom are such qualities encountered, that I feel quite excited about working in harmony with him.

The experience was useful to me in that there was at long last someone to talk to who could understand, be interested in, and appreciate what I had been trying to do and had to deal with in this area. Moreover, it was possible for me to discover a certain insidious systematic error that had crept into my work due to repeated contact with people in social service fields pulling in non-analytical directions. Then too, I found the necessary background information that I was lacking when I first attempted to deal with the Phase I data, so that now it will be possible for me to return to that work, in order to polish it up; I have been provided with the rationale to justify the return to that work.

I was very gratified to discover how easily the material came to me and how closely in most instances, even from the beginning, my work agreed with Dr. Fine's. It was equally gratifying to emerge as I did with new friendships formed with members of the training team and with the other participants in the workshop. It is my feeling that many of these friendships may be of great usefulness in the pursuit of our work here. It was a pleasure to observe Dr. Joan Swift finally begin to understand task analysis and the methodology, and to watch her enthusiasm grow and to be with her during this time. Now she too is beginning to speak the same language as the rest of us.

One negative feeling was that produced by the wrap-up given by Dr. Myrna Kassel on the last day of the workshop. This left me with the feeling that all of us who participated had been allowed to do so on Dr. Kassel's sufferance, which I did not feel to be a just representation of the case, because:

1. SSAP paid my way;
2. It was not Dr. Kassel who suggested or facilitated my participation;
3. She did not pay the way for other agencies to participate;
4. It was Dr. Fine and the trainers who ran the workshop and the earlier one in which Dr. Kassel was trained herself;
5. It seemed to me that my participation was at least justified by my having worked in this area and on task analysis before.

It is my intention to utilize the input I experienced during the week in reestablishing the work we are doing in Phase II, as well as tightening up that done in Phase I. I fully expect to have Dr. Swift's fullest cooperation in this matter.

It is now possible for me to more easily verbalize the shortcomings of our work in this area and the even more severe short comings of others who are attempting to do work in this area, and easier for me to attempt to do something about it.

I expect to be issuing a paper for publication (somewhere I hope) on some of the difficulties encountered in this area, and what my ideas are on how they may be met.

Larry Warren, Program Associate
Social Service Aide Program

djp

APPENDIX D

Letter March 25, 1970
To Dr. Myrna Kassel, Director HSMCC

From Barry S. Warren Program Assoc. SSAP (CORD)

Topic: Transmission of SSAP I Core Curriculum Outlines to the HSMCC.

Metropolitan Offices
of the YMCA of Metropolitan Chicago
19 South LaSalle Street, Chicago, Illinois 60603
(312) 222-8132

March 25, 1970

Dr. Myrna Kassel
Human Services Manpower Career Center
Bureau of Employment Security
165 North Canal Street, 14th Floor
Chicago, Illinois 60606

Dear Dr. Kassel:

Enclosed are six copies of the material conveyed to me to be copied by Mr. Hanson, as well as, six copies of the core curriculum outlines prepared by us for our Phase I final report. The outlines are to be further revised in Phase II, while the specific contents are the subject of both Phase II and Phase III. I trust that I can supply most of the information that may be lacking from these extracts with respect to specific content, rationale, and research background.

I hope that this material will be of some use to you, and I shall be standing by awaiting some word from you as to what our next step together should be.

Yours Sincerely,

Barry S. Warren

Barry S. Warren, Research Analyst/
Program Associate
Social Service Aide Program
19 South LaSalle Street, Rm. 1321
Chicago, Illinois 60603

BSW/ge

CC: Robert K. Soong
Bruce Cole

BR 7-0329
PA 08

ED 059394

Phase II Final Report

METROPOLITAN EDUCATIONAL, SOCIAL AND HUMAN SERVICES CONFERENCE (May 20, 1970)

Prepared by Barry Warren

Project No. 7-0329
Grant No. OEG-0-8-070329-3694(085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

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MESHS Conference

Metropolitan Educational, Social and Human Services Conference
May 20, 1970

This report will endeavor to show the relationship between the Sidney Fine Workshops in January, February, and April of 1970 and the May 20, 1970 MESHS Conference which took place at the Center for Continuing Education of the University of Chicago. The major descriptive material on what was said and took place will be provided by the May 21,1970 memorandum of Ms. Jean Wetzel (Ass't Dir. SSAP-CORD) which dealt with that conference. Other attachments will supply the schedule of events and list those persons, agencies, and schools in attendance plus other background material. The reader is encouraged to make reference to the report on the Sidney Fine Workshops for backgrounding and information about the context of the conference.

The conference officially was cosponsored by the Social Work and Volunteer Manpower Department of the Welfare Council of Metropolitan Chicago and the Human Services Manpower Career Center (HSMCC) of the Illinois Bureau of Employment Security. However, reference to the signatures at the end of the letter of invitation will show the effective use of clout by Samuel Bernstein, Administrator, Illinois Bureau of Employment Security and John Ballard, Executive Director of the Welfare Council of Metropolitan Chicago.

It is a tradition that Dr. Kassel works closely with Sam Bernstein - he supporting her and she supporting him.

As far as SSAP (CORD) is concerned, the main force behind the conference was provided by Dr. Kassel with Sam Bernstein's support. SSAP's (CORD's) first invitation was a verbal one delivered by Dr. Kassel to Barry Warren on the same occassion that he was invited to speak. Prior to that the first mention of the conference had been on the evening of Tuesday April 14, 1970, when Mr. Warren had been with Dr. Kassel following an earlier meeting (See report of Sidney Fine Workshops). Mr. Warren returned from that encounter with the impression that the strong force behind the conference was Dr. Kassel and the HSMCC. Other major participants interpreted matters in much the same manner. This is crucial because the feeling that it was Dr. Kassel's show many account for the conference's having failed to lead to any action of any kind amongst those who either participated or attended.

Dr. Kassel's motivation seemed to rest on her very real desire to have impact on the manpower development situation and the new careers movement in the city and the state. Having just attempted a part of the same thing, with only partial success, by sponsoring the Sidney Fine Workshops, it seemed a logical next step for her to try to supply what had been missing from that situation by bringing together agency

and school (junior college and university) decision makers to expose issues, discuss problems, and try to stimulate some concerted activity. Parallel to this perhaps was the desire to increase the prestige and influence of the HSMCC which she commanded. If the conference had developed as it might have, all objectives would have been achieved. The conference was good advertising and a feather in the cap of HSMCC. Had it worked, it would have been even better advertising. To some extent it did build the power of HSMCC, but this small building effect may have been lost in the animosity invoked in use of "clout" to coerce conference attendance by apprehensive participants.

In the spirit of good will and friendliness that was being attempted between SSAP and HSMCC, SSAP came to the support of HSMCC's thrust with the feeling, that, if Dr. Kassel could provide the vital spark through her approach, then that would be in the interests of everyone. With that in mind, Mr. Warren was designated to speak on behalf of SSAP in support of Dr. Kassel. He spoke on a panel with Mr. Kenneth O'Hare, of the Governor's Office of Human Resources and Mr. Joe Hill, Assistant Supervisor Classification and Personnel Chicago Civil Service Commission. Dr. Kassel moderated the panel with Mr. O'Hare and Mr. Warren sitting on her immediate left and right respectively. The topic was "The Employment Outlook", but more specificly Mr. Warren spoke about the failure of certain programs for the education of para-professionals (in the schools) to be recognized by the agencies and the State with employment following graduation. He spoke further about the SSAP Phase I research methods and findings, and the extreme usefulness and relevance of Functional Task Analysis as an aid to investigating and solving the problem. He also castigated the conference for its earlier emphasis on filling vacant positions with highly degreed, more expensive, but unavailable labor when a ready pool of less expensive, talented, and demonstrably well-trained and adequate people was available in the form of paraprofessionals. Seated directly before him were Dr. Swift and others from Chicago City College, and they provided enthusiastic nods throughout his presentation. Later they and others from the audience, as well as, members of the panel expressed interest in his topic, and assured him that he had provided a vital stimulus to get an otherwise slow and draggy conference moving.

The conference did move and in the afternoon session the panelists and speakers were able to report the latest happenings, identify problems, and delineate lines of action which would solve some of the problems (for more detail on the activity of the conference both before and after Mr. Warrens talk see appended May 21, 1970 memo, Manpower Conference Schedule, and the Social Welfare Manpower Survey "Highlights"). Yet, at the end of the day, and precisely when all the delineation and identification had been accomplished, the conference failed. The failure rested on the fact that no one took the initiative

or made the committment to bring the pieces together and start the action at the end of the conference. No one seemed willing to undertake the arduous task of bringing the junior colleges together with senior universities to iron out their already identified problems, or to bring all the schools together with the agencies to work out their already dilineated mutual difficulties.

SSAP(CORD) did not undertake this role because it could not. Its own particular project design did not lend itself to such action, and more importantly, its special and delicate relationship with its own consortium of schools would not have permitted it to take the initiative for them when they chose not to exercise that initiative themselves. To do so would have damaged SSAP's own program.

The HSMCC did not undertake this role because it had already expended its influence, and possibly because its representatives did not fully understand how to deal with this development. It had expended its influence because in pushing the various components of the conference together to hold the conference, it had aroused a degree of ill will. Some such as the Chicago City College System felt that HSMCC and Dr. Kassel were encroaching on the school's territory and undertaking programs and processes without understanding what the schools and people like Dr. Joan Swift were already doing on their own. This encroachment and ignorance was resented, and the pressure upon them to participate was no better received. The result was that they refused to take the initiative at the HSMCC's calling and conference, and they preferred to wait and do it in their own way at their own pace and time. Insofar as the agencies were concerned each of them represented a unique highly political situation requiring a great deal of pressure to even move them to the conference. It seem doubtful that the HSMCC could have pushed them further without political assistance.

The Chicago City College System (CCC) would not take the initiative for reasons already stated. Although they, through Dr. Swift,had helped plan the conference, she and CCC felt no allegiance to the conference, because they felt they had been pushed into it. They had their own plans and were following their own course and were not going to come to "heel" under pressure for the HSMCC or anyone else. At least some of the other school's present can be assumed to have felt similarly if only because the influence of CCC in the social services is great. At any rate, many of them did have their own agendas and had trouble appreciating the HSMCC's thrust into academic business.

The agencies would not take the initiative, also, for reason already given. Each of the major agencies present/represented its own unique interests and its own unique political involvements. To get them to the conference in the first place undoubtedly took political

pressure of a reasonably high order (See Signatures on the letter of invitation). Probably no representative of a major agency came with the intention, power, or authority from his or her chiefs to make any deals or take any action. Then too, to deal in concert with other agencies or schools involves encroaching on the territory of others. All of these political considerations require time to weigh the ramifications.

Those who remained (those not in any of the already described categories) probably did not take the initiative because they had only been in a followers capacity to begin with, and also probably did not know or care to become involved in all the problems. After all, who needs to arouse a nest of hornets particularly when there is no profit to be obtained.

Hence, the conference failed at the very end, and all went home with the world still divided and very much constituted as it had been for years before. Hunger for the hungry, power for the powerful, and no jobs for the jobless.

The move to the conference was probably premature and more political homework should probably been performed upon the agencies before they came. The schools should have been dealt with more tactfully and with more respect for their having been ahead of agencies. Moreover, when cooperative ventures are sought power has to be shared, and no one should be allowed to come to feel that they are being asked to participate in their own subjugation, even when it is true. A process such as the conference might also benefit from better or tighter programing. If decisions are needed, then proposals should at least be programed and made. If action is required then it should be announced in advance and scheduled.

The HSMCC made its second mighty effort with this conference following the first effort, the Sidney Fine Workshops. One more time it met with only partial success. A warning that this might not be the most effective course was sounded, albeit indirectly, when on April 14, 1970, Ms. Wretha Wiley an assistant of Dr. Fine cautioned that large conglomerates, like the clearinghouse idea under discussion at that time, were not the place to start. It was she said starting in the middle of things, but when an organization is impatient of power it will not wait to do the necessary things, before attempting the powerful and dramatic. Sooner or later all involved in the development of new careers will realize that these problems take more work, research, and time than anyone has yet shown signs of recognizing. Only show carefully considered, relentless, and painstaking effort will pay off - given enough time.

APPENDIX A

Letter of Invitation
to MESHS Conference

MRS. JOHN J. BERGAN, President
JOHN H. BALLARD, Executive Director

FRanklin 2-6911

WELFARE COUNCIL
OF METROPOLITAN CHICAGO

123 W. MADISON STREET / CHICAGO, ILLINOIS 60602

May 7, 1970

Mr. Robert Soong
Director Social Service Aid Project
YMCA of Chicago
19 South LaSalle Street
Chicago, Illinois 60603

Dear Mr. Soong:

You are cordially invited to participate in an exploratory dialogue to which educational institutions in the Chicago Metropolitan area and agencies concerned with the employment of potential graduates will be invited. The meeting is focused on manpower programs for the social and human services and is responsive to the need many schools and agencies have expressed in establishing some communication and coordination of effort.

This conference is jointly sponsored by the Social Work and Volunteer Manpower Department of the Welfare Council of Metropolitan Chicago and the Human Services Manpower Career Center of the Illinois Bureau of Employment Security, both of whom share a common interest in new manpower development and utilization for the social and human services within the Chicago Metropolitan area.

The conference will be convened at a one day meeting on May 20, 1970 at the Center for Continuing Education, 1307 East 60th Street, from 9:00 a.m. to 4:00 p.m.. The conference fee will be $6.00 per person, including luncheon.

For purposes of this meeting, emphasis will focus on issues of mutual concern to administrators of two year and four year educational programs and employers. Although participation is being requested from graduate schools, these participants will function at this session primarily as consultants to the group.

Major issues identified by the planning group are these:

1. What are the implications of the recent Welfare Council Manpower Survey on current agency staffing patterns and vacancies related to the employment of persons below the Master's Degree level?

2. What is the current employment outlook for graduates of two and four year programs in the social and human services? What practical possibilities do employers see for transforming traditional professional staffing patterns into innovative uses of new manpower?

BOARD OF DIRECTORS: Mrs. John J. Bergan, President, Dewitt T. Puckett, Chairman, Executive Committee, Walter H. Bacon, Vice President, Leonard Hall, Vice President, Richard H. Schlesinger, Vice President, Ruth C. Hozel, M. D., Vice President, Paul W. Gherzi, Treasurer, Mrs. Jo Mack McDowell, Secretary; Ellis A. Ballard, Edwin C. Berry, Dolton J. Brooks, Jr., Ed. D., The Rt. Rev. Mgr. Vincent W. Cooke, William W. Darrow, Andrew M. deVoursney, Donald I. Duster, William I. Dwyer, Charles W. Ebersold, Donald Erickson, Murray H. Finley, Mrs. Zollie Frank, The Rev. Harry B. Gibson, Mortimer B. Harris, Nathan W. Helman, Ralph Helstein, James O. Heyworth, Rembrandt C. Hiller, Jr., Marshall M. Holleb, Lemuel B. Hunter, Carter D. Jones, Jr., Sigmund W. Kunstadter, The Rev. Richard Lawrence, Robert M. Lerner, Mrs. Franklin B. McCarty, Jr., Cirilo A. McSween, The Hon. Jack Pahl, Robert M. Potter, M. D., George A. Rainey, James P. Rice, Mrs. Charles J. Runner, Warner Saunders, Arthur W. Schultz, Oscar Shabat; Farwell D. Smith, Eileen C. Stack, Marvin N. Stone, Michael F. Tobin, Mrs. Edwin P. Vandewicken, Mrs. Louis I. Watermulder, Joseph M. Wells, Lloyd Wendt, Raymond C. Wieboldt, Jr.

3. What is the current status of the programs being offered and being planned in the junior and four year colleges in the Chicago Metropolitan are?

4. What are the major issues of concern to the agencies interested in utilizing the graduates of these programs and drawing upon community education resources for continuing staff development? What are the implications of these issues in terms of agency policies, programs and commitment of resources?

5. What interest do the schools in this area have in developing a continuing relationship for purposes of, (a) information exchange and problem-solving, as well as, (b) effective linkage with community and employer groups?

We are directing our invitations to two kinds of individuals in each educational institution; (1) a key overall administrator who has direct responsibility for all the programs offered in the social and human services, and, (2) the director or directors of the specific programs offered by the school in these areas. Selected agency personnel concerned with manpower training and utilization are also being invited.

We are enclosing a reservation form and questionnaire for you to return on which we hope you will express your interest both in the subject of the conference and your desire to attend the meeting. Please return this material to Mrs. Theresa White no later than May 11, 1970. If you have any further questions, please telephone Mrs. White at FR 2-6911 Ext. 201 or Dr. Myrna Kassel at ST 2-5800 Ext. 702.

Sincerely yours.

John H. Ballard, Executive Director
Welfare Council of Metropolitan Chicago

Samuel C. Bernstein, Administrator
Illinois Bureau of Employment Security

JHB/SCB/en

Encs.

APPENDIX B

Program Schedule

MESHS CONFERENCE

MANPOWER FOR SOCIAL AND HUMAN SERVICES

IN METROPOLITAN CHICAGO

Wednesday, May 20, 1970 — 9:00 A.M.-4:00P.M.

CO-SPONSORS OF CONFERENCE

Human Services Manpower Career Center,
Illinois Bureau of Employment Security

Social Work and Volunteer
Manpower Department,
Welfare Council of Metropolitan
Chicago

PRESIDING, EDWARD A. SCHWARTZ, PH.D.
UNIVERSITY OF CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

WELCOME — 9:30 A.M.

INTRODUCTION

SOCIAL WELFARE MANPOWER SURVEY

Sidney E. Zimbalist, D.S.W.
Director, Research Department
Welfare Council of Metropolitan
Chicago

What are the implications of the recent Welfare Council Manpower Survey on current agency staffing patterns and vacancies related to the employment of persons below the Master's Degree level?

Group Discussion

THE EMPLOYMENT OUTLOOK

What is the current employment outlook for graduates of two and four year programs in the social and human services? What practical possibilities do employers see for transforming traditional professional staffing patterns into innovative uses of new manpower?

Panel Moderator: Myrna Kassel, Ph.D., Director Human Services Manpower Career Center

Panel Members: Mr. Kenneth O'Hare, Manpower Specialist
Governor's Office of Human Resources

Mr. Barry Warren, Program Associate
Career Options Research and Development
YMCA of Metropolitan Chicago

Panel Members Cont'd.

Mr. Joe Hill, Assistant Supervisor Classification and Personnel
Chicago Civil Service Commission

Group Discussion

LUNCH 12:15 P.M.

AN OVERVIEW OF CURRENT AND PLANNED EDUCATIONAL PROGRAMS 1:30 P.M.

What is the current status of the programs being offered and being planned in the junior and four year colleges in the Chicago Metropolitan area?

Panel Members: Mr. Andrew S. Korim, Specialist in Public Service Education, American Association of Junior Colleges

Mr. William Friedlander, Consultant in Community Work
Roosevelt Univ.

Group Discussion

ISSUES AND IMPLICATIONS FOR EMPLOYERS

Panel Moderator: Mrs. Theresa B. White, Director
Social Work and Volunteer Manpower Department
Welfare Council of Metropolitan Chicago

What are the major issues of concern to the agencies interested in utilizing the graduates of these programs and drawing upon community education resources for continuing staff development? What are the implications of these issues in terms of agency policies, programs and commitment of resources?

Panel Members: Mr. Grady Murdock, Personnel Director
United Charities of Chicago

Mrs. Geraldyne Whitmore, Social Case Work Instructor
Cook County Department of Public Aid

Mr. Frank Bacon, Director of Manpower
Chicago Committee on Urban Opportunity

Dr. Joan Swift, Director
Human Services Institute
City Colleges of Chicago

NEXT STEPS

What interest do the schools in this area have in developing a continuing relationship for purposes of, (a) information exchange and problem-solving, as well as, (b) effective linkage with community and employer groups?

ADJOURNMENT 4:00 P.M.

MEMBERS OF CONFERENCE PLANNING GROUP

Dr. Edward Schwartz
Dr. Joan Swift
Dr. Myrna Bordelon Kassel
Mrs. Theresa White
Mr. Arthur Hillman
Mr. William Friedlander

Conference Held At: University of Chicago
Center for Continuing Education
1307 East 60th Street

APPENDIX C

Registrants

MESHS CONFERENCE

150 ° program

Center for Continuing Education — 1307 East 60th Street
May 20, 1970 — 9:00 a.m. - 4:00 p.m.

REGISTRANTS

CHACON, Mrs. Charlotte	Read-Chicago Mental Health Center
ESCALANTE, Mr. Jesse J.	Chicago Committee on Urban Opportunity
GEIS, Mr. Kenneth P.	Cook County Department of Public Aid
GENDEL, Mrs. Gertrude	Illinois Bureau of Employment Security
HALL, Mrs. Janette	Metropolitan YMCA
LITTLE, Mrs. Elizabeth R.	Read-Chicago Mental Health Center
NEAGU, Mr. George V.	Illinois Dept. of Children & Family Service
POUNIAN, Dr. Charles	Chicago Civil Service Commission
SHARPE, Miss Patricia	Hull House
WARREN, Mr. Barry	Metropolitan YMCA
WETZEL, Miss Jean	" "
WEINER, Mrs. Edith	Welfare Council
WHITE, Mrs. Theresa B.	Welfare Council
KENNER, Mr. Tyrone T.	Chicago Committee on Urban Opportunity
MURDOCK, Mr. Grady B.	United Charities
DAILEY, Wilda J.	" "
YOUNG, Mrs. Arlene	Human Services Manpower Career Center
HANSEN, Mr. Ramon	" " " " "
BLAU, Mrs. Marjorie	" " " " "
KASSEL, Dr. Myrna	" " " " "
PROCHAZKA, Mrs. Helen A.	Juvenile Court of Cook County
WHITMORE, Mrs. Geraldyne	Cook County Department of Public Aid
WARE, James L. Jr.	Illinois Department of Personnel

DILLON, Mrs. Diane	Prairie State College
HEISS, Richard L.	Kendall College
LYONS, Mr. E. J.	Thornton Community College
OLSON, Raymond W.	College of Du Page
PETRIZZO, D. Richard	" " "
SWEITZER, Richard E.	Central YMCA
HINRICHS, Mr. Gary	Triton College
RICHARDSON, Thomas	Moraine Valley Community College
Zembalist	
DONER, Dean B.	University of Illinois Chicago Circle Campu
UPSHAW, Harry	" " " " " "
DUKETTE, Miss Rita	Loyola University School of Social Work
GOLDMAN, Dr. Nathan	Illinois Institute of Technology
HOLLEB, Mrs. Doris B.	University of Chicago
KLEIN, Mrs. Nancy	DePaul University
MILLER, Mrs. Joan	U of C Center for Urban Studies
FRIEDLANDER, William	Roosevelt University
HILLMAN, Dr. Arthur	" "
SCHWARTZ, Dr. Edward E.	University of Chicago
O'Hare	
MALL, Mr. Paul	Southeast Campus City College
MINTZ, Ruth	Loop College
REED, Mrs. Selina E. (Lee)	Kennedy King " NCC
ROTELLA, Dr. Salvatore G.	Loop College
WARREN, Mrs. Beverly	Bogan
SWIFT, Dr. Joan W.	Chicago City College
Hill, Joe	
FLENTJE, Dr. Edward	Board of Higher Education
NAAL, Mrs. Rhoda	Chicago Board of Education
KORIM, Mr. Andrew	American Association of Colleges

APPENDIX D

Social Welfare Manpower Survey
"Highlights"

MESHS CONFERENCE

November 4, 1969

Welfare Council of
Metropolitan Chicago

SOCIAL WELFARE MANPOWER SURVEY "HIGHLIGHTS"

1. There were over 11,000 social welfare positions in the 191 Chicago area community agencies included in the survey, as of late 1968.

2. Some 8,600 of these positions were filled by full-time workers, 1,650 by part-time workers, and slightly over 1,000 were vacant for an overall vacancy rate (for full-time positions) of around 11%.

3. Half of the full-time workers were college graduates (only), 1/4 were below this educational level, and 1/5 -- 1,838 or 21% -- were M.S.W. degree holders.

4. Since 1960, the total number of full-time social welfare workers has grown over 90%, or somewhat over 10% per year on the average; during the same 8 year period, full-time M.S.W. workers increased around 2/3 in actual numbers, while dropping from 25% to 21% of the total.

5. About 2/3 of the workers are in governmental settings and 1/3 in voluntary agencies, though 50% of all M.S.W. workers are employed in the latter settings; in 1960, the proportion of all M.S.W.'s in private agencies was closer to 70%.

6. Over half the 1,000 vacancies are at the B.A. level, over 1/4 are at the M.S.W. level, and 1/8 are at the high school (or less) level.

7. Thus, as one ascends the educational ladder, the vacancy rate for social welfare workers increases -- from 9% for people with high school (or less) education up to 15% for M.S.W. workers; the supply of prospective recruits probably runs the other way, accentuating the relative shortage at the higher educational levels.

8. There were an estimated 300 vacancies for M.S.W. degree holders in the Chicago area in late 1968, and approximately 700 in the State of Illinois, considerably more than the 342 M.S.W.s graduated in the State that year.

9. The overall vacancy rate was greater (twice as high) in the public sector than in the private, higher in primarily "case-serving" fields than in others, and higher downstate than in the Chicago area.

10. The M.S.W. vacancy rate was a surprisingly high 39% downstate, as compared with 15% in the Chicago area, and 20% for the State as a whole; this latter figure was higher than the vacancy rate for Registered Nurses in Illinois hospitals according to a recent study.

11. There were fewer than 150 openings for workers at the high school (or less) educational level in the Chicago area, and over 3/4 of these were in one agency -- the Chicago Committee on Urban Opportunity.

12. One-fourth of all workers in the Chicago area are in public assistance agencies; anti-poverty programs and child welfare settings come next with about 16% each; 4 major "case-serving" fields comprise about 33% of the total staff complement; neighborhood and community work agencies together account for only about 5%. (Interestingly, almost 4/5 of all M.S.W.'s were in the 4 major "case-serving" fields.)

13. In terms of primary function, the full-time staff roster breaks down into "administration and supervision" (30%), "direct services to families and individuals" (43%), "direct services to groups" (22%), and "direct services to community, neighborhoods, or other" (5%).

14. Sixteen agencies reported use of the "team" structure of differential staff deployment, 5 of which were referring to multi-discipline teams, and 11 to multi-level social welfare teams. Six additional agencies mentioned plans to institute the team approach soon.

15. The median staff turnover rate, for reporting agencies, was 21% per year; child welfare and public assistance agencies have highest median rates -- in the 30-40% range.

16. Some 1,650 part-time social welfare workers are employed by 105 out of the total 191 agencies; in the aggregate this might amount to roughly 8% of overall full-time agency staff input in the Chicago area. Almost half of the agencies employ no part-time staff. Public recreation accounted for half of all part-time personnel reported.

17. About half of the sample agencies use a grand total of some 62,000 volunteers, contributing a total of over 385,000 volunteer hours a month, or an average of some 6 hours per volunteer per month. Over 2/3 of the volunteers reported are in the 3 scouting agencies and the American Red Cross. The remaining 16,000 are spread among 95 other agencies. Nearly all agencies utilizing volunteers are planning to increase their use, and several more are planning to start new volunteer programs.

18. About 3/4 of agencies conduct some form of staff development and in-service training programs for their personnel, and many of these are planning to itensify them.

19. Only 1/5 of reporting agencies indicated no manpower problems or recruitment difficulties; the rest indicated a wide range of negative experiences related to the shortage of qualified personnel, in many cases with detrimental impact on services. About half the agencies were feeling the impact of the racial crisis on staff or program.

20. With regard to future personnel needs, only 71 agencies were able to project for the next year. The type of staff requirement anticipated followed pretty much the pattern of current vacancies, with some tendency to seek higher levels of qualification in future staff. There are indications that the past pace of staff expansion may be temporarily slowing a bit, in view of cutbacks and personnel "freezes" in a number of governmental agencies.

21. Though many agencies (60) stated that they expected the proportion of paraprofessionals on their staff to increase in the future, this trend was not particularly reflected in their current or anticipated budgeted openings.

22. In every major grouping of agencies -- by field, by auspices, by "older" and "newer", by present proportion of M.S.W.s on their staff, et cetera -- a higher average proportion of M.S.W. workers were being sought in their budgeted vacancies than was currently on their staffs.

23. It seems evident from the foregoing findings that a major effort needs to be mounted in order to provide guidance and stimulation to agencies in deploying personnel at varying levels of qualification, and in promoting wider use of differential staffing patterns. This is essential if the "new careers" objectives are soon to be realized, in view of the continuing tendency of agencies to emphasize higher levels of staff qualification and the relatively few openings being budgeted at the lower end of the educational continuum.

APPENDIX E

Memorandum
May 21, 1970
by
Jean Wetzel
Asst. Dir. SSAP (CORD)

MESHS CONFERENCE

May 21, 1970

MEMORANDUM

TO: Robert K. Soong

FROM: Jean Wetzel

RE: Conference on Manpower for Social and Human Services in Metropolitan Chicago, May 20, 1970, Center for Continuing Education

Attached are copies of the program, the list of registrants, and highlights of the study reported by Zimbalist. About 50 people attended of which 12 were on the program. The highlight of the day was lunch, which, as banquet food goes, was delicious. Fortunately no speeches were delivered over the meal.

Zimbalist: Bar charts on overhead projector of the survey completed December of 1968. The survey included 8600 employees of 191 employers. The vacancy rate (11% of budgeted positions) is misleading since 400 of those 1000 vacancies were "frozen". You have all the statistics resulting from this study, so I won't repeat them. Zimbalist noted that the expansion of the job market was very rapid during the 60's (from 1960 to 1968 the total number of workers increased by 90%); he thought it unlikely that such expansion would continue. Open-ended questions in the study could not be tabulated but indicated the demand for an increasing number of male workers and a demand for more black and Spanish-speaking workers. Implications of findings: Junior colleges should be preparing future employees for public rather than private employers; also the current (Dec. '68) breakdown should give us some hint for priorities:

Administrative & Supervisory	30%
Family & Individual Service	43%
Group Work	22%
All others (Includes CO, Neighborhood Reps, Research, Teaching, etc.)	5%

Also, in the discussion that followed, it was reported that the vacancies existing in 1968 in Mental Health and in Public Aid no longer exist -- they have not been filled, simply eliminated. The agencies surveyed generally have not recognized the A.A. degree -- in any positions below the MA level, the employers look for "temperamental qualities" rather than education.

Employment Outlook

Kassel: there are at least five ways to approach the Human Services occupational outlook: (1) that required to meet unmet needs -- in this regard she mentioned that the City is sponsoring a conference in June on "Social Indicators" (Daley's Data-Bank Dream is emerging into reality) (2) that required to achieve social goals -- she recommends the book Manpower Needs for Social Goals in the 70's, which predicts for 1975 on the assumption that Defense "needs" will continue to consume about $40-billion a year, (3) that required to fill budgeted positions, (4) that required to fill job vacancies, and (5) that required to achieve realistic staffing plans, based on the optimum utilization of skills.

O'Hare: After introducing James Ware, the man who is responsible for all this at the state level, O'Hare went on to describe"all" the great things the state is doing, to wit: (1) Model Employer Program -- Illinois takes a look at itself as an employer. They have contracted with the Dept. of Labor to hire and train clerical workers for the state, (2) The Department of Personnel is removing excess educational requirements; this has been completed for 40% of the job slots, (3) Public Service contract with the Dept of Labor with New Career-like goals will hire 250 poor people in the state into grades 3-5 and will upgrade another 250 of current employees with less than BA degree into grades 7-11. Transportation and Child Care expenses are included for new employees and they can get released time of up to 40% for taking courses.
Kassel: the state has done more than that. they (1) analysed 77 jobs requiring a high school diploma and found that 90% could do without that requirement. Their recommendation was accepted for 40% of jobs. Example: porter.
(2) Career Ladder in Mental Health was legislated into reality. The 9 steps include AA degree. You can get from bottom to top in 12 years. (It took them 4 to 5 years to develop this ladder, and it's even going to be implemented if they can get the money) (3) Myrna and the Dept of Personnel are working on 2 new career ladders which must be accomplished by this summer; the two are Corrections--Adult Division and Child Care & Development. Next on the agenda is Corrections--Youth Division.

Hill: the City of Chicago is paralleling the State's development. They are submitting a $800,000 proposal whereby the City would provide the jobs and the Federal Government would provide money for supportive services and training. So far (in 45 days) they have turned up 75 entry level job vacancies and 25 cases for upgrading. Included are lab jobs at the Board of Health and environmental engineers. The program will run 21 months from the time it is funded. The Chicago City College system is advising the City on the training component. They are also looking at the "longevity pattern" in entry level jobs (people have been at the entry level for 25 years, 16 years, etc.) And finally, they are experimenting with oral rather than written examination for hiring.
Kassel: the City has done more than that. The Model Cities program has a strong manpower component. In Model Cities areas the Board of Education is committed to career ladders for teacher aides (but they aren't well articulated yet); there will also be health community aides, law enforcement aides, day-care aides, and 16 slots for resident social planners. The last-named is supposed to be very significant because across the country there are now only 15 such planners.

Warren: Phase I, Mental Health Aides - Thornton, etc. (For once, Myrna didn't have anything to add.)

Korim: (This is the guy that asked HEW where to find the best in the country and was referred back to Chicago and Chicago Heights). With Swift, he ran the workshops in Chicago, Philadelphia, and LA. Swift is now writing a report for AAJC of those workshops. The issues raised in all three were:
(1) there is no substantial commitment in local communities after federal funds expire, (2) Community Colleges do not hire A.A.'s themselves, (3) BA programs do not reflect task analysis, (4) BA programs don't mesh well with AA programs, (5) Students are more concerned about transferability of credits than they are with marketability of skills, (6) Community Colleges try to emulate universities and graduate schools, (7) Supervised work experience is not accepted at BA colleges, (8) Users are rigid in hiring practices, (9) AA educators are concerned about professional snobbery over credentialing

(10) job descriptions are vague and loose, (11) AA program often reflects the needs of a particular agency, (12) missing rungs in the career ladder, (13) shortage of competent faculty at the AA level.
Korim gave the following breakdown of Human Service Programs in Chicago area Community Colleges (PSC, Thornton, Moraine Valley, Morton, Triton, DuPage, Harper, City Colleges--6, and Central Y):

	AA	Certificate	# June, '69 graduates
Child Care	12	1	69
Recreational Leadership	8	0	15
Soc. Service Aide	8	0	28
Teacher Aide	9	5	32
Police Science	9	0	14*
Corrections	0	0	(DuPage is starting this program)
Guidance Aide	0	0	(Four colleges plan to start)
Mental Health Aide	10	0	0

*He doubts the figure of 14 because there are supposed to be hundreds of police involved.

Incidentally, this illustrates the programs that Korim (and presumably AAJC) includes as Human and Social Services. One of the recurrent problems throughout the day's conference was that of definition. Some people were talking social work-type jobs/curriculum while others were counting in health, fire safety, etc

Friedlander: (Speaking for Roosevelt University) Across the country there are 135 schools with 4-year courses in Social Welfare-Social Work (BA level). The Chicago college scene is underdeveloped -- only George Williams and Wheaton are on the bandwagon. Friedlander thought there was no overwhelming need to develop a 4-year program in Social Welfare, but they might as well -- especially for "minority groups". He wanted to emphasize that a BA in Social Work should not be regarded as a cheap MSW. It should be broader than that. It should have a strong base in social sciences plus some specialized courses such as methodology and a field work component for the acquisition of "Street Smarts". They are looking for a broad variety of placements, and the qualifications of field supervisors will be much looser than the traditional MSW requirements. Generally his definition of the field includes whatever is not already a part of well-developed departments (For example, at Roosevelt, police science would be counted in while education would not). He noted that NASW has decided to accept for the first time as members graduates of certain 4-year courses. Joan Swift is a consultant in the development of Roosevelt's program.

Discussion: NASW and SSA should offer more extention courses for the continuing education of people who already have BA's. There are currently about 3 half-credit courses available. Also, since Roosevelt is developing a new program, they should set the precedent of accepting any AA graduates; any deficiency in credits could be made up after acceptance rather than being grounds for rejection.

Murdock: The use of multiple levels of staff enhances agency programs To use paraprofessionals, an agency should first be clear on its goals, on the types of program it wishes to offer, and on the types of staff needed. Advance planning is needed and the professional staff must be committed to the hiring of paraprofessionals. In order for an advancement system to work, supervision must be supplied.

Whitmore: CCDPA has drawn up job specifications and will begin hiring July 1

The Public Aid Casework Trainee job requires a high school diploma and the Public Aid Caseaide is an AA slot. Apply through civil service. Her view of training is that "these people" resent the classroom situation so the best approach is Learning-by-Doing and "sneak the theory in."

Bacon: Related some of the things CCUO has learned through their various programs. For example, in Project Value, they were placing NYC kids with companies with federal (Defense) contracts -- it wasn't working out until they gave special training to the first line supervisors.

Swift: Need to develop a continuum of education: certificate--AA--intermediate--BA--etc. Up to the AA degree should be based on concrete and technical matters, specific skills, etc and beyond that begin dealing with theory. At the same time, the first 2 years of a 4-year curriculum should not be synonymous with the AA program.

Next Steps: Better communication is needed among schools and between schools and the community, particularly the employers in the community; better communication, however, is not necessarily more communication. What kind of information exchange is needed?
Kassel: In Chicago, 64 people have been trained in Fine workshops; they represent 20 agencies. Myrna has asked the agencies if they want to work with her center to develop a clearinghouse. Of the 6 replies received to date, 5 were positive.
To achieve team effort in a agency, the most effective method is to train professionals and paraprofessionals together.

No next steps were delineated. The overall spirit throughout the day was pessimism and impotency. It was obvious that giant leaps are needed whereas tremendous effort has been poured into taking tiny steps.

CC: Ray Lindstrand
Jan Hall
Barry Warren
Bruce Cole

BR 7-0329
PA 08

ED 059394

Phase II Final Report

Life/Work Equivalency Accreditation

Prepared by Jean Wetzel

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT014740 Part 4 of 5

LIFE/WORK EQUIVALENCY ACCREDITATION

This is a summary of an all-day discussion September 9, 1970, sponsored jointly by SSAP(CORD) and the New Career Council of Metropolitan Chicago. Invitees included 40 representatives of 11 educational institutions in the Chicago area, 25 representatives of 18 social and governmental agencies, and 20 paraprofessionals working in health, mental health, education and other settings. With a few exceptions, the invitees were known to be familiar with the concept of credit for life and work experience.

Response to the invitations was much greater than expected. Fifty persons attended the session and many who could not make it expressed their interest in the topic and the desire to be involved in future discussions. The session, including small group discussions, was taped and is being transcribed for use of the participants and others. Sufficient notes were taken by SSAP(CORD) staff to permit writing a summary report.

Accrediting of life and work experience is seen as a means for accelerating the pursuit of academic credentials by persons previously denied the opportunity for a college education. It supplements such measures as released time from employment, tution aid, compensatory or remedial education, and waiving the requirement of a high school diploma. While the precedure may also be used to certify relevant training of "regular" students (generally 18-21 years old college students with high school diplomas) and graduate students, the major focus of the session was that stated in reference to "mature" students (generally 30 years of age and up, employed at least part-time or with an extensive employment history, many with family responsibilities).

There are, of course, precedents to the crediting of non-academically achieved proficiency in a member of fields. There are precedents, also, to guide the accreditation of work experience concurrent with academic achievement. In training professional social workers, registered nurses, various paramedical professionals, and school teachers, work experience is a requirement for the degree. The minimum quality and quantity of work experience (practicum, field placement, affiliation, etc.) is guaranteed by selection of supervisors or "field faculty," by control of the work situation, by setting up laboratory settings, and often by requiring demonstration of skills, writing a report or examinations. Typically, the standards are regulated by the educational or professional accrediting agent. Civil service or merit employment systems usually rely on examinations (written and/or oral) in combination with credentials.

Colleges in the Chicago area which are granting credit or waiving requirements in consideration of life and work experience have experimented with several procedures. Mundeline University asks the

student to present evidence of training or proficiency to the department head or counselor. In the past several years many credits have been granted on a course-by-course basis, in languages, math, and physical sciences. They are interested in finding procedures for granting credit in less-standardized fields. Malcolm X Community College has instituted several programs in cooperation with the M. L. King Health Center for accrediting on-the-job training and will consider life experiences for credit (see "materials" in Appendix) the Jane Addams School of Social Work (University of Illinois Circle Campus) has a working relationship with Miles Square Health Center for field placement of their students and for providing extension classes.

The questions of transferability of credit and of equity in the consideration of students leads to the recommendation for development of standard and mutually acceptable procedures. A note on "equity": the representative of a community college said that there were no "rules" for granting credit for work and life experience, that a department head could grant any number of credits to a student he or she liked and deny consideration of credits for a disliked student with comparable experience. As there are no rules, there is also no course of appeal for students to take.

Many problems were identified and some recommendations were made. With the goal of achieving a standard procedure, problems and questions raised were:

1) Should there be a limit to the number of credits that can be granted for life and work experience?

2) How would such credit be noted on transcripts for students tranferring to another college? Is there any way of determining grades, ie quality of experience?

3) A college does its students no favors to grant credit if the degree or certificate achieved is not recognized by employers.

4) Financial problems of colleges are not allevicated through granting credits that are not "paid for," particularly where tuition is determined on a per-course or per-credit-hour basis. On the other hand, more students could be "processed," and the college might gain financially.

5) Should "general" credit be granted or should it be determined on a course-by-course basis?

6) What examinations should be devised to measure proficiency in a given topic? Who should devise them? Can employers be involved with colleges to define proficiency?

7) Where work experience is concerned, what standards should be set on qualifications of supervisors? How much experience would

be comparable to given numbers of credit-hours? What documentation would be required?

8) Would or should there be differences in requirements for "regular" as versus "mature" students?

9) In advocacy of such a procedure, whose toes are we stepping on? Where would the most resistance be found -- department heads? working professionals? the college business office?

Related topics and problems that were raised included:

1) Waiting lists at colleges

2) Funding guidelines for employers that specify degrees and credentials.

3) Qualifications that are unrelated to the job -- for example, weight.

4) Patronage employment practices that render competency and credentials useless.

5) Getting released time to pursue educational goals.

6) Conservative faculty and administrators who consider certain requirements sacred and who look down on career-oriented education.

7) Schools, training institutes, correspondence schools, etc. that take your money and grant you a certificate which is useless. (The educational rackets recruit heavily in low-income neighborhoods.)

8) Senority and tenure provisions that reward incompetency; and

9) National priorities which create an artificial scarcity of jobs in the human services where needs are so obvious and so great.

Participants listed recommendations calling for further work and agreed to meet on October 2, 1970. Some of the recommendations were:

1) The training directors of agencies should get together to share experiences and possibly to jointly pressure colleges for the programs and policies that would benefit their personnel. (Training or Career Development Directors present September 9th represented M. L. King Community Health Center, Mile Square Health Center, Archdiocesan Head Start Program, and Chicago Committee on Urban Opportunity.)

2) Junior Colleges should work together to establish course correspondence for transferability of all credits and should work with senior institutions to the same end.

3) Colleges and agencies alike should recognize that paraprofessionals (or New Careerists) are the only authorities on the procedures they want and would consider just, and on what types of programs present real opportunity for advancement.

4) New Careerists should try to get legislation that will expand career ladders, upgrading, released time, etc., both in Springfield and Washington.

5) A Human Services Training Institute should be formed to coordinate some of these activities; to act as a clearinghouse; and if feasible, to develop pilot programs in the Chicago area. A site was proposed for the institute, which would, as noted, have broader targets than that of credit for life and work experience.

The appended planning documents contain further considerations and recommendations concerning credit for life and work experience ("credit for competency") and the larger concerns of new professionals in the human services.

Planning Paper, Appendix A (Jean Wetzel)

SESSION ON LIFE/WORK EQUIVALENCY ACCREDITATION

September 9, 1970
Starting 10:00 a.m. probaly lasting until 4:30 p.m.
Martin Luther King Center, 3312 West Grenshaw

Co-sponsored by CORD and the New Careers Council

All of our efforts -- career ladders, college curriculum, increasing options for students and workers in human services, increasing manpower supply for the social and human services employers, and improving those services -- point to the importance of the accreditation of life and work experience.

The following rationale is tendered:

(1) Within the social and human services, both public and private, the power-holders are professionals who, in struggling to establish their own professionalism, have stressed the importance of formal credentials, ie degrees in specialized education.

(2) In the absence of definitions and measures of competency, credentials have been recognized as a standard. Credentials plus experience are thus used as evidence of proficiency by both employers and educational institutions.

(3) Education, particularly evidence of formal education, is widely accepted in this country as necessary for advancement within the class structure. As the general level of educational attainment rises, the number of credentials needed by an individual wishing upward mobility, increases.

(4) The number and types of educational options have also increased. At issue, due to widely varying standards among educational agents: Individuals may expend time, money, and hopes in acquiring credentials which are not accepted or recognized by other educational institutions and/or employers.

(5) Class bias still prevails in the number and type of educational options open to any individual. Where educational credentials are used as the basis for hiring and promotion, there is a concomitant class bias in employment.

(6) "Credentialism" is thus well-established. In trying to increase the options available to students, particularly those of lower-class origin, we must recognize the reality of credentials and provide as many paths as possible to those credentials and to the professional standards and salaries they symbolize.

(7) Several paths have been attempted: (a) getting people into the "usual" academic route through released time from employment, tuition

aid, counseling, compensatory education, and other incentives, (b) accelerating the usual academic route, eg accepting into junior colleges students who have not completed high school, granting credits for proficiency gathered outside of the academic channel (work, life, examination), new curriculum, supplementary learning processes, (c) provision of new credentials, certificates, short-term and special classes, specialized training.

In planning a discussion on the topic of accrediting life and work experience, we do not wish to downgrade the value of formal education. Schooling has meaning and potential far beyond the acquiring of credentials or degrees. Let's not fight old arguments or preconceptions and ask discussants to begin with the following assumptions:

1. That there <u>is</u> a generic body of skills, knowledge, and attitudes essential to satisfactory performance at the various levels of the delivery of human and social services.

2. That colleges <u>are</u> moving to develop educational programs (including curricula, teaching methods, cooperative arrangements) which will train and prepare students for human and social services.

3. That human service employers will continue to view college-granted credentials as relevant standards for employment and <u>will</u> <u>cooperate</u> indefining new educational programs.

4. That current professionals <u>are</u> moving toward "acceptance" of paraprofessionals, ie toward utilization of the varying levels of skills which each employee may contribute to the delivery of human services (Team concepts are gaining increasing currency.)

5. That the great need for provision of human services in this country will eventually impell the creation of an expanding job market including both new services and expansion of current services.

The response we have gotten to invitations thus far indicate that many within the educational and employment instutions feel that the question of "Should" is a foregone conclusion. The next questions relate to "How."

The questions of "How" are being raised in many parts of the country. Whatever preliminary recommendations are made by this Chicago-based group will be welcomed by others. Beyond making such recommendation on the questions of "how," I think we will be able to extract a great many suggestions for further study and investigation by members of this group or by others.

As a start on the "Hows," consider the attached chart.

CREDIT FOR NON-ACADEMIC EXPERIENCE

TYPE OF EXPERIENCE	PROCESS INITIATED BY:	POLICY DECISIONS
On-the-job training	student employer	quality correspondence supervision hours
field placement, practicum work placement, affiliation supervised work	college	field faculty payment
examination: written oral observed performance		
life experiences (other than work) organized cumulative		amount verification
independent study, self-taught skills and knowledge		letters of reference confirmation of employment
crediting other credentials eg human relations training		job description: evaluation of work setting evaluation of work performance

COOPERATION REQUIRED	PRECEDENTS
agencies	Social Work education Teacher training RN training paramedical training
former employers	
state departments	CLEP
professional associations	

Summary Paper, Appendix B (Robert Soong)

Re: Life/Work Equivalency

Problems	Recommendations
1. Lack of uniform standards for life/work equivalency; varies from college to college, to agencies and professional organization.	Human services agencies and institutions of learning to articulate a workable system of accreditation for life/work equivalency.
2. Lack of governing and enforcing mechanisms for ensuring career and academic advancement as rewards/incentive for life/work experience.	Create public awareness and support for fair employment-educational practices. Set up cooperative planning and implementation group.
3. Released-time is not much incentive for training and continuing education.	Supervisors and Administrators to take active interest in motivating on-the-job learning. Hold classes and workshop where people work.
4. Lack of broad-based support for life/work credit, except among paraprofessionals themselves.	Paraprofessionals to organize and apply pressure on professionals to get serious.
5. How do you measure competency?	Task force of New Careers, agencies and institutions to work it out.
6. "Credits - what for?"	Make credits in competency count in terms of employment and education.
7. "Education does not train people to do work."	Educational institutions must first learn what it takes to do the job and why.
8. "New Careers turned out to be more difficult than we thought" "Need to put it together."	Re: AGENCY SCHOOL 1. Analyze Job - Curriculum 2. Articulate Career - Credit 3. Certify Competence-Competence

9. Question of New Careers Council Leadership and areas of possible action.

1. Lobby at State and local levels.
2. Pilot Project - St. Patrick's
3. Task Analysis and Curriculum
4. Accreditation and Job Development.
5. Form alliances with unions and professional groups.

L/INEA Materials

From: A SuggestedCurriculum for the Associate in Arts Degree Program for Urban Service Aides: Part I Theory and Precedents, Nov., 1967
Mrs. Sara Kastenbaum
Mrs. Wretha Wiley

-- The University of Minnesota, through its General College, offers credit to Minneapolis's teacher aides. During the first two years the teacher aides work part of each day and go to school the other part. Those who need remedial education are brought up to the level of the high school graduate. As they are taking remedial courses, however, they may take college credit courses toward an A.A. degree. Students with high school equivalency or diplomas enroll immediately in the A.A. degree program. Students may earn up to 25 quarter hours credit for work experience.

-- Fairleigh Dickinson University, through its College of Education offers an Early Childhood program for Operation Head Start aides which allows aides to earn as many as 15 college credits per term. Classes are held in the agencies in which the aides work and credit is given for on-the-job training and work experience.

-- City College of San Francisco, California, offers AA degrees in Teacher Assisting and Audio-Visual Communication designed to train students as assistants to pre-kindergarten and elementary school teachers and specialists in the use of audio-visual aids in all the school system's divisions. In conjunction with its day program and in cooperation with the city's Board of Education, City College offers a work-study program for teacher aides in which aides may earn two credits per semester in evening Work-Experience Conferences at the college and three credits per semester for experience on the job. The student may apply a total of 15 credit hours in work experience toward an A.A. degree.

From: Malcolm X Shabazz
Community College Information
Bulletin & Schedule of Classes
Fall Semester 1969

CREDIT FOR LIFE EXPERIENCES

Many adult students have engaged in activities leading to the development of skills representing the behavioral objectives for certain college courses. As an example, an individual may have taught himself enough accounting to qualify for credit in accounting. Another may have engaged in the varied functions of a small business operation to the extent that credit could be awarded. Still others might have had experiences as a reporter for a newspaper that would qualify them for a credit in Journalism and English. Even more persons have read widely and might as a result of this intellectual activity have gained sufficient insight and knowledge to qualify for credit in the Humanities or some aspect of the Social Sciences. Finally, the simple problem of existing in the Ghetto may have given the individual more knowledge of the subdivisions of Sociology than could ever be gained by sitting in a classroom. These experiences could certainly merit college credit. Students should discuss the possibility of credit for Life Experiences with a member of the counseling staff or with the academic adviser.

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Increasingly, colleges, including junior colleges, are becoming involved in New Careers and other programs designed to reach the disadvantaged. Their participation has taken many forms.

As we proceed into the second year of New Careers, the contributions of colleges become crucial. Without expansion and improvement of college activity, upgrading becomes a myth. To assist individual colleges in making their maximum contribution, we need means of assessing the strengths and weaknesses of their programs. Technical assistance can then be offered and applied judiciously in the areas of greatest need.

The ideal college program would reflect five underlying principles. Below are the principles and some questions related to them that could indicate the degree to which a given college adheres to the principles.

1. *The courses offered to trainees lead somewhere.*

a. Are courses beyond the remediation level offered?

b. Is credit given for college-level courses?

c. Is there a complete format, approved by college administration, for granting of an A.A. degree? A one-year certificate?

d. Is credit given for on-the-job training (field work)? For core group (field work seminar)?

e. Are a substantial number of credits applicable to a B.A., either at the college in question or at other colleges in the vicinity?

f. Is the human service component of the A.A. program acknowledged as fulfilling the major in a B.A. program?

2. *Courses are pertinent to and coordinated with trainees' experience on the job.*

[illegible] trainees' experience [illegible] concerted on course development and change.

b. Is there a vehicle for trainees to use to evaluate the effectiveness of such coordination?

c. Is there a vehicle for agency and college staff to confidentially discuss OJT and courses conducive and the allocations of training responsibilities?

d. Does the college provide training or seminars for supervisors of trainees?

e. Do college personnel monitor OJT?

3. *The course of study is not isolated from the rest of the campus yet meets the special needs of trainees.*

a. Have traditional college entry requirements been waived?

b. Are college credits awarded to trainees without a high school equivalency?

c. If not, are credits "held," then given to trainees when equivalency has been achieved?

d. Are trainees admitted to courses attended by non-New Careers students?

e. Are relevant departments (schools of social work, education, psychology, etc.) involved in the program?

f. Is the program afforded adequate space and facilities on campus?

g. Are regular college services (audiovisual, library, testing, counseling, health, student body activities, etc.) available to trainees?

4. *Curriculum is complete and provides for applicability to all trainee settings, yet allows for specialization.*

a. Are the following components represented in the curriculum?

(1) Basic skills in human service (interviewing, individual and group counseling, community organization, social action)

(2) Specialized human services (education, social welfare, health, corrections, etc.)

(3) Communication skills

(4) Appropriate behavioral sciences (psychology, sociology, anthropology, economics, political science)

(5) Other required liberal arts.

5. *The college program is flexible and imaginative.*

[illegible] center, registrar's office, admissions, etc.)?

— Marie Angell

COLLEGES

CREDIT FOR WORK EXPERIENCE is provided by over half of the colleges studied as part of an examination of career development programs for human service workers being conducted by the New Careers Development Center. *Of 234 programs studied, 123 offer credit for work experience with an average of about 20 credits toward a four year degree and 15 towards a two year degree.* Credit varies from three to four units per term to colleges such as the University of Hartford (Conn.) which offers 24 credits for a two year degree and 42 for a four year degree in its New Careers program; Daytona Beach Junior College (Fla.) which offers 28 work experience credits under its Mental Health Technician program; and Seattle Central Community College (Wash.) which offers 42 credits for a two year degree as part of its New Careers program. Many of the colleges involved in the Career Opportunities Program, the Office of Education's new program which is to begin this summer, offer from one-fifth to one-fourth of the credits required for graduation for work experience.

* * *

BR 7-0329
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Phase II Final Report

INTERPRETIVE ANALYSIS OF YMCA PROFESSIONAL CERTIFICATION

Prepared by Jeanette Hall

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT014740 Parts 4&5

The National Council of YMCA's adopted a new employee classification plan in 1969. Under this present system Community Professionals (street workers, counsellors, etc.) have a more clearly defined position within the organizations structure. However, this system does not represent a career ladder that allows for employee mobility with the least amount of time and expense, nor the achievement of comprehensive knowledge, skills, and know-how.

This paper will make a comparison of the YMCA's former and present employee classification plan to that of the human services career ladder developed by Career Options.

For additional information, see Phase II Final Report on Career Ladders and Core Curriculum.

F O R M E R	P R E S E N T	P I L O T "C"	L I F E/W O R K E X P .
		PROFESSIONAL: Doctor's Degree Master's Degree	6 yrs. of progressive experience with Equivalency Examination.
GROUP 4: Secretaries. Persons employed full time to deal with program, policy or admn. have served acceptably at least 2 yrs. and completed "thirty semester hrs" academic requirement or establishing equivalent in grad. study, and have been certified by the Board of Certification	SENIOR DIRECTORS: Staff members wo have completed a 2 yr. period of demonstrated competence as a Director; (1) if a college grad. one of these: (a) 3 units of YMCA Career Development Program (b) a grad. degree (either before or after employment) and the first unit of the Career Development Program (APPD) (c) 15 semester hrs. of study in a relevant discipline, and 2 Career Development Units. (2) if not a college grad. (former staff associate) (a) completion of 3 units of Career Development program (b) completion of at least 15 semester hrs. of relevant college study (c) 2 additional years of satisfactory service as a YMCA Director (total of 4 yrs.).		

FORMER	PRESENT	PILOT "C"	LIFE/WORK EXP.
Group 3: Junior Secretaries. Persons employed full-time to deal with YMCA policy, program or admn., qualified by college grad. or educational equivalent, church membership or equivalent statement of faith, and a certificate of good health. Do not fully meet requirements of service and education for classification as Group 4.	Directors: Staff member employed full time in program or admn., who have a college degree or 120 semester hrs. of acceptable college work, or staff members similarly employed who have completed: (1) 6 yrs of successful employment as Staff Associate (less one yr for each year of college completed, (2) 3 units of YMCA Career Development Program sponsored by National Board of YMCA's, (3) a successful performance appraisal conducted by a member of General Agency staff (region/ Nat'l).	Technologist II: Bachelor's Degree	5 yrs. of progressive experience with Equivalency Examination.
Group 2: Instructors, Program Leaders, Administrative Assistants. May be full or part-time. Do not meet requirements for Secretaryship (i.e. Group 3 or 4).	Staff Associates: Staff members employed full time in program and administrative positions who do not meet the qualifications for listing as YMCA Directors, or who may be in the process of meeting these requirements.	Technologist I: 3rd yr. college certificate	4 yrs. of progressive experience with Equivalency Examination.
Group 1: Clerical, Maintenance, Food Service and similar employees, not related to conducting and supervising program. Do not meet requirements for Groups 2, 3, or 4.	General Employees: Related to essential operational functions, such as clerical, maintenance, food service, janitors, engineers	Technician II: Associate in Arts Degree Technician I: 1st year college certificate. Trainee: High School or less.	3 yrs. of progressive experience with Equivalency Examination. 2 yrs. of progressive experience with Equivalency Examination. 1 yr. of training before taking Qualifiying Examination for Technician I position.

Under both YMCA classification plans Groups I and General employees are clerical and food service personnel and are locked in dead-end jobs. Females, are generally clerical and food service employees, and are restricted to these jobs under both systems. There is no system for better positions or testing for possible skill recognition.

Staff Associates under the present plans are still faced with the problem's of Group 2 employees under the former plan, being restricted to a formal educational system without alternative routes for acquiring skills knowledge and know how.

Employees who are Directors are seemingly given a choice of routes to further advancement, but a close look shows that there is very little difference from them and the former Group 3. They are people with college degree's or a great number of credit hours. These positions are virtually filled by degreed persons. After six years of successful employment, there is no system for skill recognition that would allow for immediate mobility.

Senior Directors (or under the former plan Secretaries) are still the few executives who are given the greatest career benefits within the organization. Allowing the "status system" based on academic achievement rather than life work experience and education, to continue to function.

Career Options proposes that the YMCA of Metropolitan Chicago utilize Pilot "C" on a limited scale for testing the reality of career advancement within and without the organization.